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ABSTRACT

This guide is designed to provide an overview of vocabulary development and to focus on ways that enhance secondary vocabulary instruction. It includes strategies for teaching vocabulary and for integrating vocabulary into a lesson. It includes specific instructional strategies for teaching vocabulary skills based on the Texas Essential Knowledge and Skills (TEKS), using word parts, word association, context clues, and connotative meaning. This guide also contains information on making adaptations for struggling readers and writers (addressing students with disabilities and English language learners). Also provided are critical features of effective instruction and specific information on integrating the strategies into the classroom. Adaptations of several of the strategies for vocabulary development are included. The adaptations are identified by a "Bright Ideas" symbol. The guide includes four sections of materials for workshop presenters. The first section, Professional Development, consists of speaker's notes and activities to accompany each transparency. The second section, Transparencies, includes transparencies containing key points and activities for the workshop. The third section, Handouts/Activities, includes copies of the transparencies for participants to take notes and handouts that provide additional information on the strategies that are presented in the workshop. Many of the activities presented in the workshop require the use of the handouts in this section. The fourth section, References, contains 72 sources of information for further reading. (RS)

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Professional Development Guide

Enhancing Vocabulary Instruction for Secondary Students

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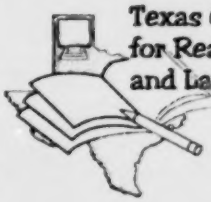

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Guide prepared by:

The Texas Center for Reading and Language Arts, College of Education, The University of Texas at Austin

Guide designer:

Elana Wakeman

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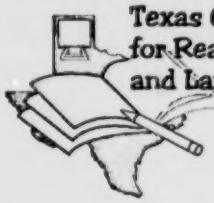

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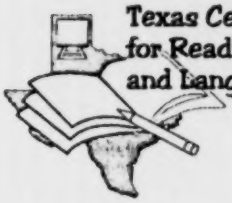

Texas Center for Reading and Language Arts

What is the Texas Center for Reading and Language Arts?

The Texas Center for Reading and Language Arts assists educators in enhancing the reading and language arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

Literacy Labs

Both school-based and university-based labs serve as models for universities and school districts.

Professional Development Guides and Videos

These guides are designed to provide educators across the state with materials and plans for professional development in instruction based on the reading and language arts TEKS.

Reading Liaisons

Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships

Collaborative relationships with schools promote research on effective reading practices and inform the content of professional development guides.

How Are the Center's Activities Accomplished?

Goal 1: Develop and disseminate materials that support educators in implementing the TEKS with English language learners in grades K-2.

Goal 2: Enhance the knowledge, skills, and practices of prekindergarten teachers in implementing the new Prekindergarten Curriculum Guidelines for language development and literacy development.

Goal 3: Enhance the knowledge, skills, and practices of kindergarten and first grade teachers in implementing the reading and language arts TEKS.

Goal 4: Enhance the knowledge, skills, and practices of grades 6 through 12 teachers in implementing the reading and language arts TEKS.

Goal 5: Use technology and media to disseminate information to educators on effective instructional practices in reading and language arts.

Goal 6: Enhance the knowledge, skills, and practices educators use to implement the reading and language arts TEKS with students in grades K-5 who are experiencing difficulties.

Goal 7: Enhance the knowledge and competencies of Education Service Center (ESC) reading liaisons, educators, and school administrators through professional development.

Goal 8: Communicate the goals, activities, and accomplishments of the Texas Center for Reading and Language Arts.

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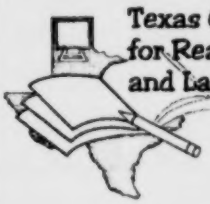
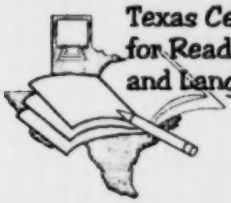


Introduction

This professional development guide, *Enhancing Vocabulary Instruction for Secondary Students*, is designed to provide an overview of vocabulary development and to focus on strategies that enhance vocabulary instruction. The guide includes specific instructional strategies for teaching vocabulary skills based on the Texas Essential Knowledge and Skills (TEKS) including word parts, word association, context clues, connotative meaning, and concepts. This guide also contains information on making adaptations for struggling readers and writers including students with disabilities and English language learners. Adaptations of several of the strategies for vocabulary development are included. Also provided are critical features of effective instruction and specific information on integrating the strategies into the classroom.

Organization and Content of the Professional Development Guide

The professional development guide includes four sections of materials for workshop presenters. The first section, Professional Development, consists of speaker's notes and activities to accompany each transparency. The second section, Transparencies, includes transparencies containing key points and activities for the workshop. The third section, Handouts/Activities, includes copies of the transparencies for participants to take notes and handouts that provide additional information on the strategies that are presented in the workshop. Many of the activities presented in the workshop require the use of the handouts in this section. The fourth section, References, contains information for further reading.



Considerations for Struggling Readers and Writers

Included in this guide are transparencies that focus on making adaptations for students with special needs so that they have greater access to the general education curriculum. These may include students with:

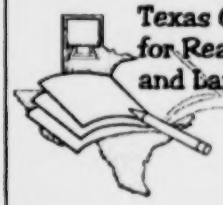
- learning disabilities
- behavioral and emotional disabilities
- mild to moderate cognitive disabilities
- physical disabilities
- attention problems and the spectrum of autistic behaviors
- sensory impairments
  - deaf/hard of hearing
  - visual impairments

Identified by the symbol , these adaptations transparencies have been designed to assist participants in recognizing general adaptations that will benefit not only students with disabilities but many other learners.

- Transparencies that introduce general adaptations are presented early in the workshop (transparencies #11 to #16).
- Transparencies that further explain these general adaptations are presented later in the workshop (transparencies #68 to #78).
- Specific transparencies have been included to demonstrate how a concept, activity, or lesson presented in the guide can be adapted to meet the needs of special learners and struggling readers.

As a presenter, you may want to use chart paper and self-sticking notes so that the participants can record and display the adaptations they generate during the workshop. Participants may write their adaptations on the self-sticking notes and put the notes on chart paper. This can be an on-going activity throughout the workshop.

Preparing for the Workshop



Texas Center for Reading and Language Arts

Materials

Handouts are available for reproduction; they contain information similar to what is found on the transparencies. Presenters might wish to distribute the handouts at the beginning of the workshop.

Equipment

- Overhead projector/marker
- Pencils
- Large chart for writing and stickies

Room Arrangement

- The workshop is presented in a lecture and activity-based format; therefore, participants must be able to view the screen. During some activities, participants will need to sit in small groups.

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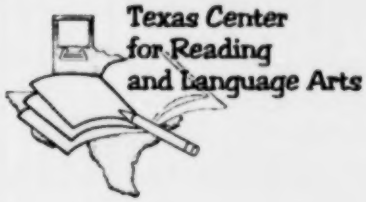

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Kellie Higgins
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Marilyn Kameen,
Associate Dean

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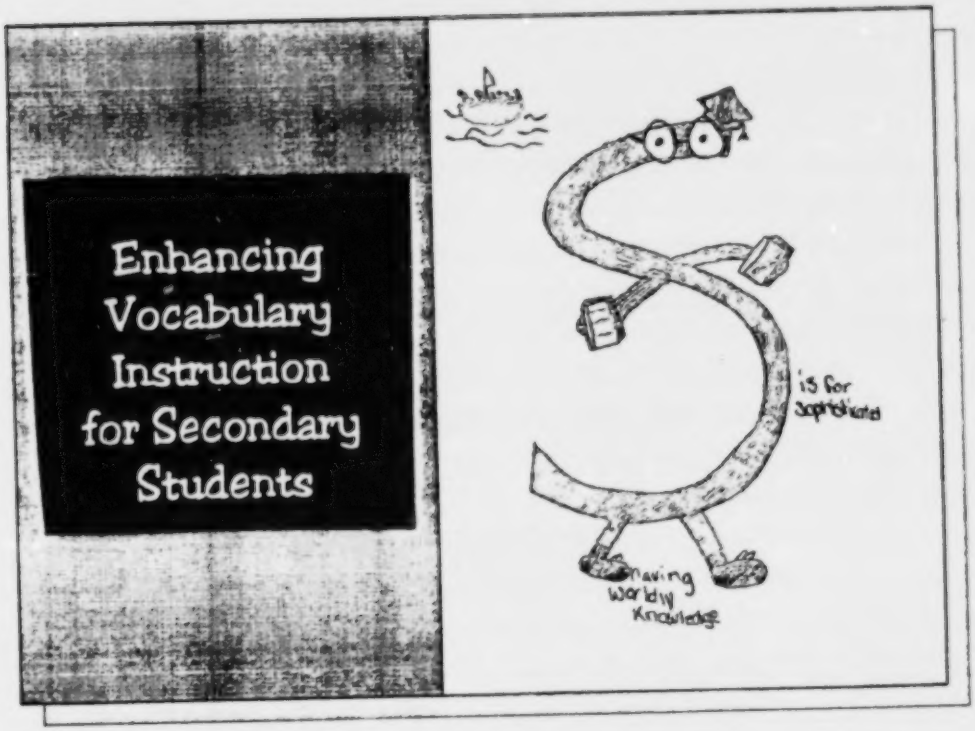

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Objectives

Participants will be able to:

1. Discuss ways in which vocabulary is developed.
2. Explain important features of vocabulary instruction.
3. Explain strategies for teaching vocabulary to secondary students.
4. Develop a lesson that integrates critical features of effective vocabulary instruction and vocabulary strategies.

2

Present the objectives of the workshop.

The purpose of this workshop is to provide participants with an overview of vocabulary development and to focus on strategies that enhance vocabulary instruction.

Although vocabulary development entails listening, speaking, and reading, the emphasis of this workshop is on "reading vocabulary," because that seems to be the most problematic aspect of vocabulary development for struggling students.

There is a reciprocal relationship between reading comprehension and vocabulary development. We know that vocabulary knowledge and reading comprehension are highly correlated. To promote reading comprehension, students need to develop an understanding of how words can be used across different contexts and be able to understand the meaning of words quickly as they read.

The four major sections of the workshop are: vocabulary development, vocabulary instruction, strategies for teaching vocabulary, and integrating vocabulary instruction into a lesson. Handouts provide supplemental information.

The workshop goal is for teachers to leave with new ways to teach vocabulary to their students.

Activity:

Explain that to get the workshop started, you want to review some key terms pertinent to the information that will be presented and to the instructional activities. Explain that this activity is intended to be self-assessment; that is, which terms are the participants most comfortable with their meaning.

Start the workshop by having participants work in pairs to complete the vocabulary matching activity found in Handout #1, "Vocabulary Matching Activity." After 10 minutes, have participants self-correct their matching exercise by referring to Handout #2, "Answers for the Vocabulary Matching Activity." Explain that this assessment activity can be conducted with students prior to teaching a topic. Students can self-correct with a colored pencil. Teachers can examine students' work to determine those terms with which most students require instruction and those terms with which struggling students require extra help.

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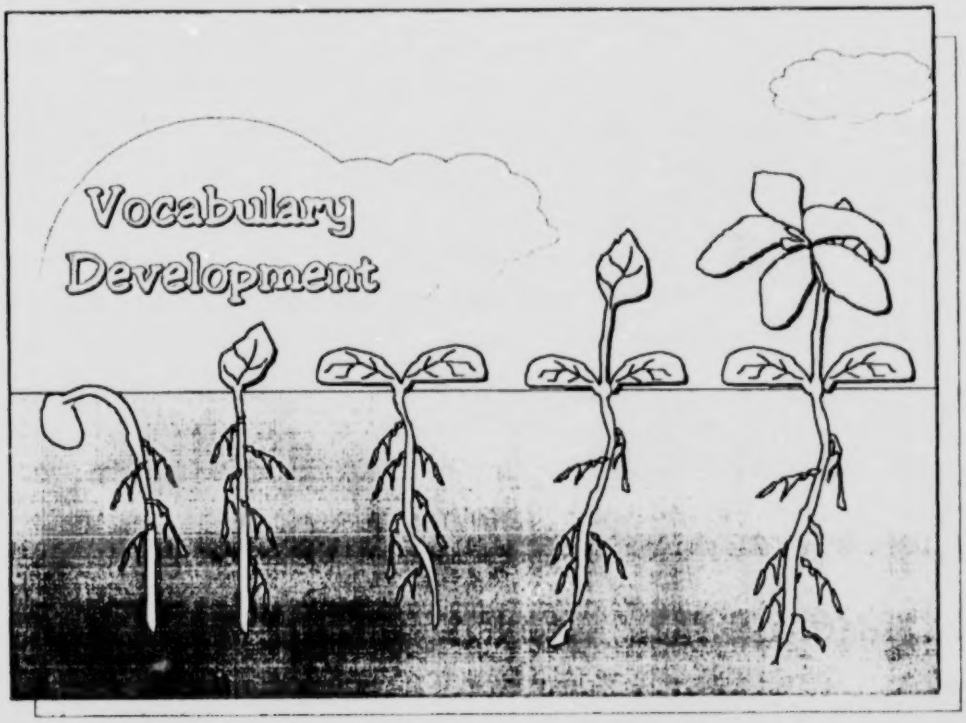
#3 Vocabulary Development



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The first section of this workshop focuses on vocabulary development. This section contains discussions of the following:

- Facts about vocabulary development
- What comprises reading vocabulary and content area reading vocabulary
- The goals of reading vocabulary instruction
- The levels of word knowledge processing
- The characteristics of effective and struggling readers

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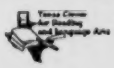
Facts about Vocabulary Development

Good readers learn words by the thousands.

- Students aged 5-6 know between 2,500 – 5,000 words.
- Students learn an estimated 3,000 words per year during their early school years.
- Students must learn the meaning of about 8 new words a day to accomplish this growth.
- There are over 88,500 distinct word families in printed English material in Grades 3 through 9.
- Students learn word meanings incidentally through exposure to oral language and written text.
- 25-50 % of annual vocabulary growth can be attributed to incidental learning.



4

4 Facts About Vocabulary Development

Review the content of the transparency.

Teachers cannot possibly teach the meanings of the vast number of words that students must learn over time. Rather, most students come to school with a sizable vocabulary that has been developed as a result of growing up in a language rich environment. Once in school, students acquire word meanings through teacher instructions, frequent interaction with a variety of texts, and participation in a myriad of language activities. Also, some studies showed that about *20 minutes of daily reading* could increase student vocabulary by approximately 1,000 words annually.

Struggling readers' vocabulary size and subsequent vocabulary growth are greatly affected by their reluctance to engage in wide reading. For English language learners, knowledge of vocabulary is the most important factor affecting academic achievement.

Thus, the gap in vocabulary development between good and struggling readers widens, affecting directly students' ability to comprehend both narrative and expository text. We know that vocabulary growth differences appear early and worsen over time.

References: Beck & McKeown, 1991; Graves, 1986; Jiménez, 1995; Nagy & Anderson, 1984; Saville-Troike, 1984

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What comprises reading vocabulary?

Function words are common words (e.g., *are, that, to*).

- About 100 function words account for 50% of words in written English.

Content words are nouns, verbs, adjectives, and adverbs.

- Content words can be either concrete or abstract.

Concrete words can be taught using an object or showing a picture.

Abstract words can be taught using examples and nonexamples.

5

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5 What comprises reading vocabulary?

Each of us has a vocabulary that consists of thousands and thousands of words. We have four kinds of vocabulary: listening, speaking, reading, and writing.

Our listening vocabulary is made up of words that we hear and understand. Our speaking vocabulary is made up of words that we use to converse.

Many children come to school with highly developed listening and speaking vocabularies, as a result of their prior experiences and opportunities to learn about words and their meanings.

For these children, reading and writing vocabularies develop further as a result of many experiences, including formal instruction.

Struggling students and those who are English language learners, however, may not possess rich listening and speaking vocabularies. Therefore, their reading and writing vocabularies may be limited.

For the purposes of this workshop, our intent is on reading vocabulary; therefore, we will focus now on reading vocabulary. Reading vocabulary is comprised of "function" words and "content" words.

Function words are relatively easy for most students to learn because they help sentences make sense and because they occur frequently in print. In fact, function words account for 50% of the words students encounter as they read.

For students who are learning English, some function words are particularly difficult. Even for those students who seem to master the language, location/spatial order words such as "on," "in," and "below" are easily confused.

Knowledge of content words helps students to comprehend passages and to figure out the meanings of the unfamiliar words. Abstract content words are most challenging for struggling and English language learner students who may have limited background knowledge and vocabulary development.

References: Readance, Bean, & Baldwin 1998; Stahl & Nagy, 2000

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#6 What comprises content area reading vocabulary?

What comprises content area reading vocabulary?

General vocabulary refers to words that are not directly associated with words specific to a content area.

Technical vocabulary refers to words that are associated with a specific content area subject or topic.

Vocabulary development may entail learning a new concept and the words associated with the concept.

6

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6 What comprises content area reading vocabulary?

General and technical vocabularies become increasingly important at the secondary level as students take more content area subjects and are expected to learn the vocabulary specific to each subject (i.e., technical vocabulary).

Often the technical vocabulary of a content area subject contains word parts that require students to understand word origins (e.g., Greek, Latin) and their meanings and derivatives (e.g., prefixes, root words, suffixes).

Technical words may have one meaning in one content area and a different meaning in another content area, and students must be able to discern the different meanings. For example, *"brush"* means one thing to an artist and another thing to a geographer.

Content area concepts are words that may be abstract (e.g., *photosynthesis*) and encompass related technical vocabulary (e.g., *organism, chlorophyll, carbon dioxide, cells, light*).

Activity:
Provide participants 5 minutes to think about technical vocabulary words for their subject areas and to make a list (about 10 words) of these words for use during the workshop. Ask several participants to share their lists of words.

References: Readance, Bean, & Baldwin 1998; West, 1978

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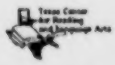
7 What are the goals of reading vocabulary instruction?

What are the goals of reading vocabulary instruction?

- √ Enhance students' ability to use complex language
- √ Expand students' repertoire of new words
- √ Help students connect new words to existing knowledge
- √ Enhance students' ability to understand text
- √ Facilitate students' application of word knowledge across contexts
- √ Increase students' word knowledge to facilitate their reading comprehension and academic success



7

Review the content of the transparency.

Activity:
Ask participants to elaborate on the content of the transparency by working in small groups to brainstorm the role of vocabulary in their content area, and their goals for vocabulary instruction. Have each group identify (1) the role vocabulary plays in their content area, and (2) at least three goals for instruction. Have participants record their ideas on chart paper. Ask a member from each group to share the role of vocabulary in their content area and one goal of instruction. This procedure should enable each group to offer at least one idea to the large group.

At the secondary level, there is a shift away from "learning to read" to "reading to learn," and there are dramatic increases in the amount of vocabulary that students need to comprehend their texts. Vocabulary development is critical if students are to acquire the content of the secondary curriculum. Thus, explicit vocabulary instruction is essential to teach students critical content area word meanings.

Discussion:
Encourage participants to share with their colleagues ways they try to create an environment that encourages vocabulary development across contexts. For instance, instructional teams that share a common planning time and instructional objectives can promote vocabulary development and use across subjects.

References: Allen, 1983; Allen, 1999; Beck & McKeown, 1991; Carver, 1994; Nagy, 1998; Nagy, Anderson, & Herman, 1987

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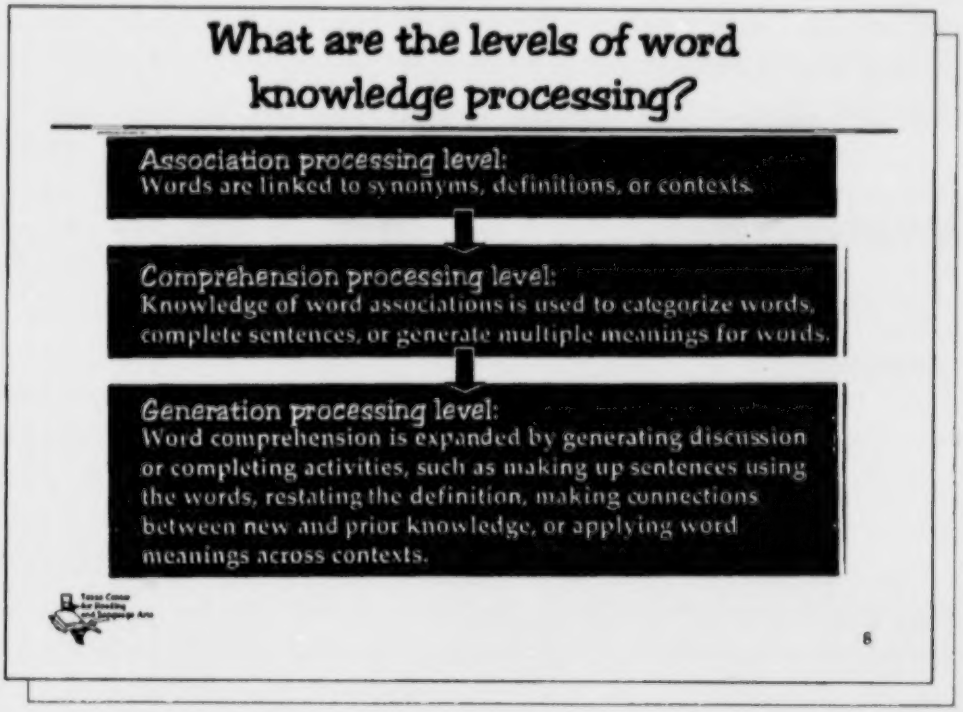
#8 What are the levels of word knowledge processing?


What are the levels of word knowledge processing?
Association processing level:
Words are linked to synonyms, definitions, or contexts.
Comprehension processing level:
Knowledge of word associations is used to categorize words, complete sentences, or generate multiple meanings for words.
Generation processing level:
Word comprehension is expanded by generating discussion or completing activities, such as making up sentences using the words, restating the definition, making connections between new and prior knowledge, or applying word meanings across contexts.
8

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8 What are the levels of word knowledge processing?

Review the content of the transparency.

We process word knowledge in a way that makes learning more meaningful and helps us to "own" the word.

"*Deep processing*" of word knowledge means that memory retention of vocabulary is enhanced by making connections to prior knowledge and by spending time manipulating words in a variety of ways.

For instance, activities that require students to use words in sentences tell how new words relate to previously learned content, and engage in word play entail a deeper level of processing and understanding of new words than does merely writing dictionary definitions.

Discussion:
Ask participants to think about vocabulary activities they use in the classroom and to identify which level of processing they think the activities tap.

Reference: Stahl, 1986

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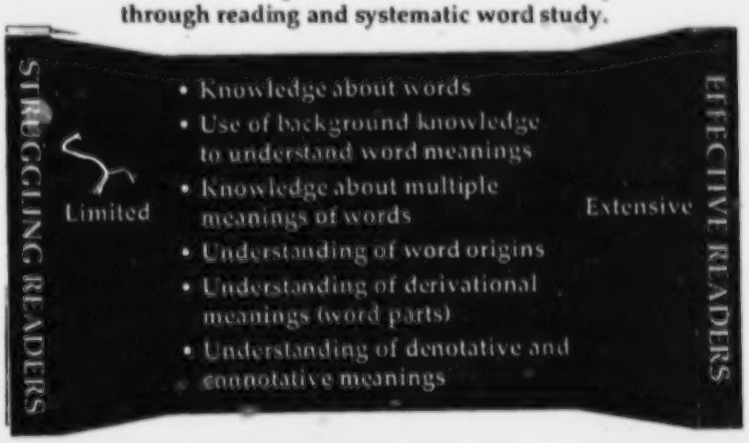
#9 Characteristics of Effective and Struggling Readers

Characteristics of Effective and Struggling Readers

Texas Essential Knowledge and Skills:
The student acquires an extensive vocabulary through reading and systematic word study.


STRUGGLING READERS
Limited
• Knowledge about words
• Use of background knowledge to understand word meanings
• Knowledge about multiple meanings of words
• Understanding of word origins
• Understanding of derivational meanings (word parts)
• Understanding of denotative and connotative meanings
Extensive
EFFECTIVE READERS

9

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Review the TEKS content on the transparencies.

The TEKS for reading vocabulary development states the skills for all students to achieve. Yet, struggling students typically have only a limited knowledge of the skills.

Students should have a good understanding of word associations (e.g., synonyms, antonyms), be able to use word parts to figure out the meaning of words, and be able to interpret connotative meanings.

Students from limited language backgrounds may not have the vocabulary knowledge needed to be successful in content area classes. Teachers cannot assume that students possess the vocabulary that is prerequisite to understanding their content area curriculum.

English language learners may demonstrate great difficulties learning the numerous word meanings encountered in text, even though they may demonstrate some proficiency with listening and speaking English vocabulary. Written or literate English is more formal than spoken English and takes time to comprehend.

Moreover, English language learners who are learning to read English and struggling readers who do not enjoy reading may not engage in wide reading, which helps develop a rich reading vocabulary.

English language learners are facing two challenges. They must concentrate to *read* words in English and also focus on *understanding* the meaning. Often English language learners have to reread passages several times before comprehension can occur.

Reference: Rubin, 1995

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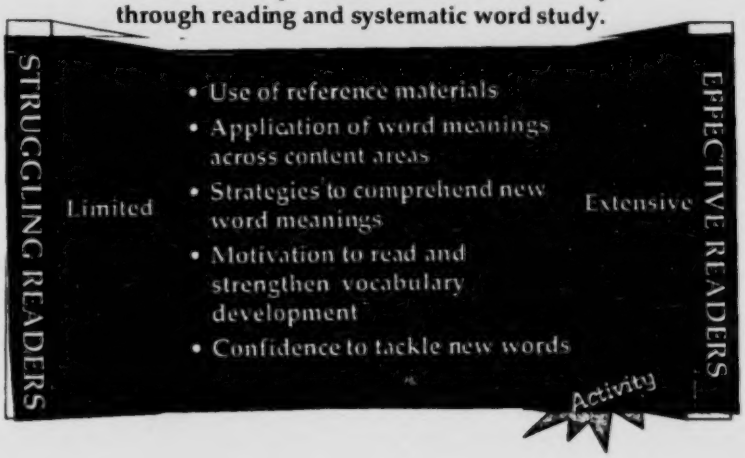
#10 Characteristics of Effective and Struggling Readers (cont.)

Characteristics of Effective and Struggling Readers (cont.)

Texas Essential Knowledge and Skills:
The student acquires an extensive vocabulary through reading and systematic word study.


STRUGGLING READERS
Limited
• Use of reference materials
• Application of word meanings across content areas
• Strategies to comprehend new word meanings
• Motivation to read and strengthen vocabulary development
• Confidence to tackle new words
Extensive
EFFECTIVE READERS
Activity

10

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#10 Characteristics of Effective and Struggling Readers (cont.)

Activity:

Ask participants to take 5 minutes and write down examples of difficulties they have noticed among their struggling readers related to learning the TEKS skills. Use the "Dueling Charts" approach to record participants' ideas.

Dueling Charts: Have two charts situated at the front of the room on either side of the presenter's station. Label each chart with a different heading that relates to the activity. For example, one chart might be labeled "Understanding Meanings of Derivatives" and the other chart might be labeled "Use of Reference Materials." Ask for two volunteers to help record participants' ideas. As participants provide ideas for each heading on the charts, the volunteers take turns recording ideas for their respective heading.

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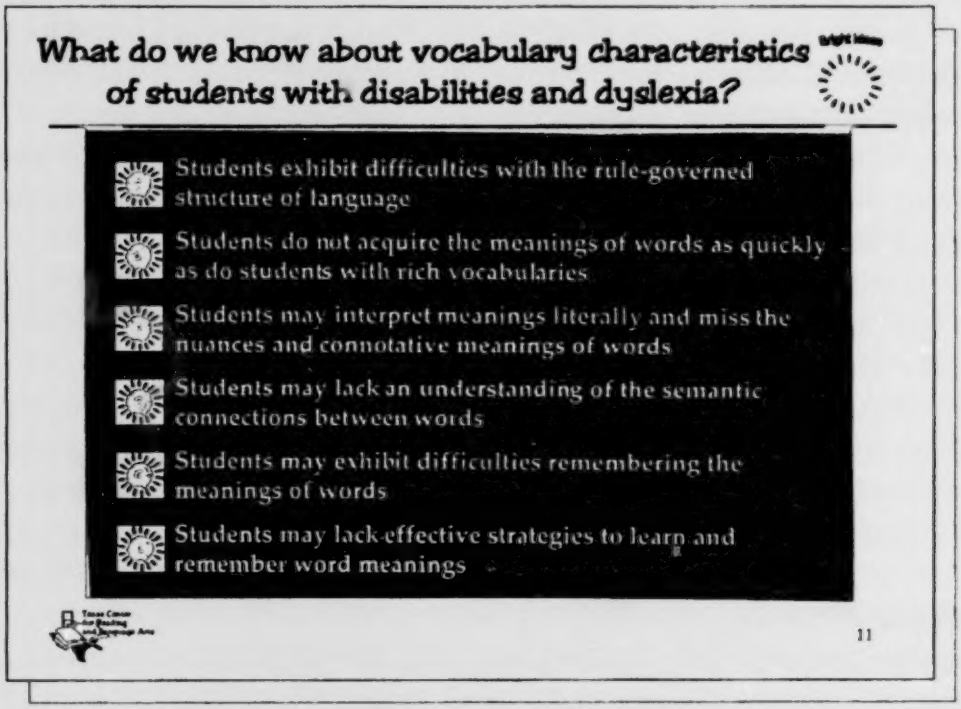
#11 What do we know about vocabulary characteristics of students with disabilities and dyslexia?


What do we know about vocabulary characteristics of students with disabilities and dyslexia?
Students exhibit difficulties with the rule-governed structure of language
Students do not acquire the meanings of words as quickly as do students with rich vocabularies
Students may interpret meanings literally and miss the nuances and connotative meanings of words
Students may lack an understanding of the semantic connections between words
Students may exhibit difficulties remembering the meanings of words
Students may lack effective strategies to learn and remember word meanings
11

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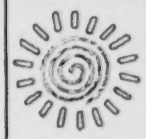


#11 What do we know about vocabulary characteristics of students with disabilities and dyslexia?

Students with language and reading disabilities and dyslexia may exhibit additional characteristics to those of struggling readers. These characteristics may relate specifically to their disability in understanding and using receptive (listening, reading) and expressive (speaking, writing) language.

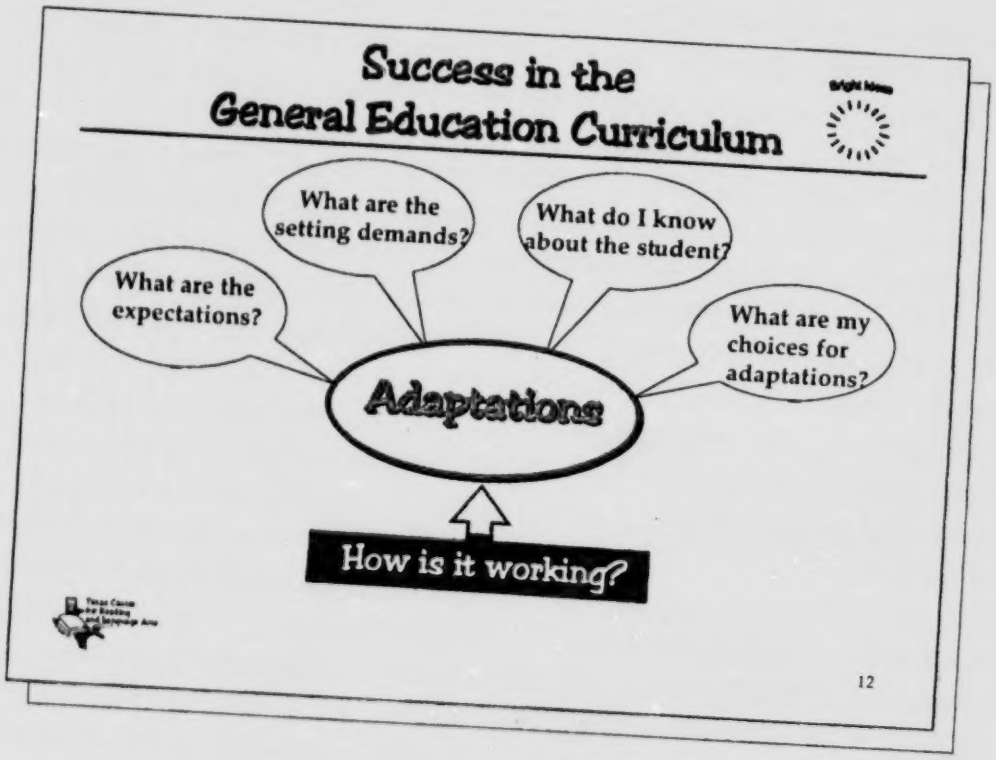
These characteristics may be related to memory, linguistic, and processing problems. Students with sensory impairments may possess even more restricted vocabulary knowledge than students with language and reading disabilities, because they cannot acquire word knowledge through sensory experiences.

Discussion:

Ask participants who work with students with disabilities and dyslexia to volunteer examples of the types of difficulties they have noticed when teaching vocabulary or when these students encounter new words.

References: Boucher, 1986; Swanson, 1986

#12 Success in the General Education Curriculum


Success in the General Education Curriculum
What are the setting demands?
What do I know about the student?
What are the expectations?
What are my choices for adaptations?
Adaptations
How is it working?
12

(Speaker notes continued next page)

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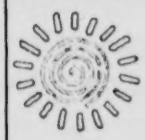

Note: This transparency is the first in a series of transparencies that focus on adaptations for struggling readers and writers. These may include students with learning disabilities, emotional/behavioral disorders, mild to moderate cognitive disabilities, physical disabilities, attention problems, the spectrum of autistic behaviors, and sensory impairment (both deaf/hard of hearing and visual impairment).

After Transparency 12 present Transparencies 13 to 16 to provide an overview of the process for making adaptations and for introducing various types of adaptations.

After Transparency 69, present Transparencies 70 to 78 to provide the participants with more specific examples of the three kinds of adaptations.

- Adaptations are key to the successful participation of struggling readers and writers in the general education curriculum.
- In making adaptations for struggling readers and writers four key questions are asked.
  - **What are the expectations** for learning (e.g., what are the student outcomes that you expect which may vary for individual students)? For example, student outcomes may include reading on grade level by the end of the year.
  - **What are the setting demands** (e.g., what are the specific tasks the student is expected to perform and what does the student have to do to successfully complete the task)? For example, the student can read, summarize, and answer a variety of questions about grade level reading material.
  - **What do I know about the student** in the general education classroom in relation to his/her learning strengths and needs? For example, what are the student's specific strengths and needs in reading?
  - **What are my choices for adaptations** (i.e., for students with disabilities think about what the IEP requires and what resources you might need to make these adaptations)? For example, will the student need high- interest/controlled-vocabulary text to be able to access subject matter on a topic?
- Answering these four questions assists teachers in selecting adaptations. It is also important to collaborate with other specialists, such as vision, auditory, speech/language, and technology.
- A final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. This is an important key to the student's success in the general education curriculum. For example, is the student able to answer inferential comprehension questions successfully? (*Speaker notes continued next page*)

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#12 Success in the General Education Curriculum (cont.)

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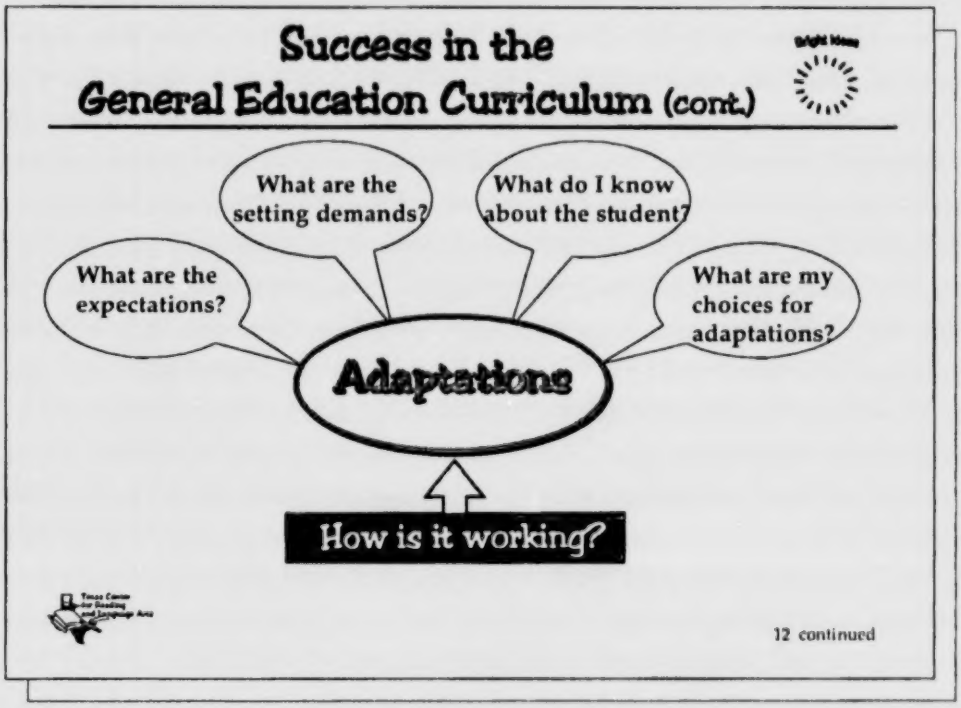
Success in the
General Education Curriculum (cont.)
What are the setting demands?
What do I know about the student?
What are the expectations?
What are my choices for adaptations?
Adaptations
How is it working?
12 continued

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(*Continued from previous page*)

Note to Presenter: *With the reauthorization of the Individuals with Disabilities Education Act (IDEA 97), the participation of students with disabilities in the general education curriculum and state/district assessments, such as TAAS, has increased as has general education teachers' participation in the IEP process. You may want to highlight these recent changes using the information provided below as one resource.*

- The law (IDEA 97) requires that accommodations or adaptations, modifications, supports, and supplementary aids and services be provided to ensure the success of the students with disabilities in the general education curriculum (refer to IEP).

- IDEA 97 has also increased the participation of students with disabilities in district/state assessments. Under IDEA special education students are expected to: (1) take the standard assessments, (2) take them with accommodations, or (3) take alternative assessments. The IEP specifies if accommodations and modifications in the administration of these assessments or alternative assessments are to be used.

- IDEA 97 has also increased the general education teacher's role in the development, implementation, review, and revision of the students' Individualized Education Program. For example, goals and objectives may be targeted to be met in the general education classroom and monitoring is the responsibility of the general and special education teacher.

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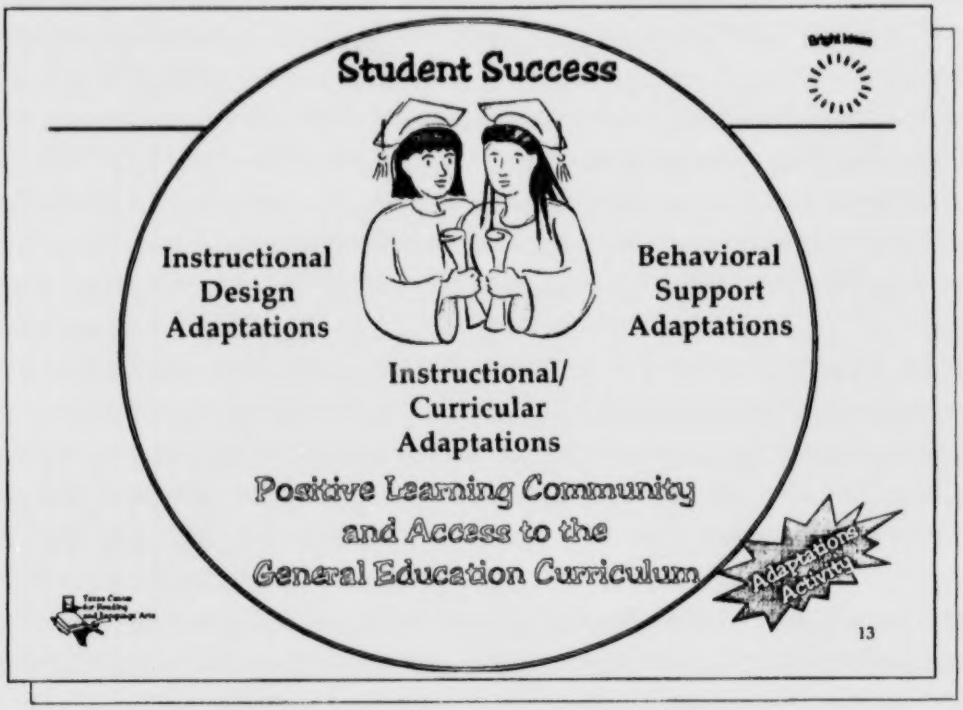
#13 Student Success



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Adaptations for students can be organized into three categories: designing instruction, adapting instruction or curriculum, and providing behavioral support. For example, an adaptation for "designing instruction" might be including fewer problems per page, for "adapting instruction or curriculum," an example might be enlarging print for a child with limited vision, and for "behavioral support adaptations," an example might be having a behavior plan in place to alter "out-of-seat behavior."

Activity:

Ask the participants to work in pairs and discuss one student with whom they have worked successfully. Have them list and explain 3 adaptations they used to support that student in each of these 3 areas.

Note: *You may use chart paper and self-sticking notes so that participants can display their ideas. Hang 1 piece of chart paper for each of the 3 types of adaptations. Ask participants to write their adaptations on the notes and put the notes on the appropriate chart paper. This can be an on-going activity throughout the workshop.*

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#14 Instructional Design Adaptations: Know Your Students

Instructional Design Adaptations: Know Your Students

√	Plan for adaptations
√	Access resources
√	Collaborate
√	Integrate technology
√	Assess learning
√	Monitor student progress

14

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Review the content of the transparency to introduce the importance of instructional design adaptations.

- Instructional design is critical for making adaptations. For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.

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Instructional and Curricular Adaptations

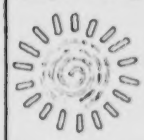
Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning

15



#15 Instructional and Curricular Adaptations

Review the content of the transparency to introduce common examples of instructional and curricular adaptations.

- Research supports these adaptations. (See Handout #21, "Suggestions for Adaptations" for typical adaptations.)

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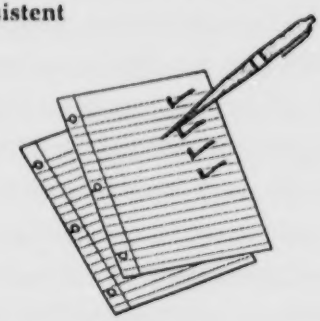
Behavioral Support Adaptations

Strategies to increase appropriate student behaviors:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



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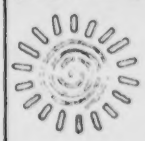

#16 Behavioral Support Adaptations

Review the content of the transparency to introduce behavioral support adaptations.

- A third type of adaptation focuses on behavioral support.

Discussion:

Have participants give examples of how inappropriate classroom behaviors can interrupt the teaching and learning process and the type of strategies they use to promote positive behavior and a positive learning environment. Students learn better when behavioral supports are in place.

Encourage the participants to think about adaptations as they continue the workshop. (Self-sticking notes and chart paper activity can be continued.)

- See Handout #21, "Suggestion for Adaptations" for typical adaptations.

- Later the workshop will focus more intently on specific behavioral adaptations.

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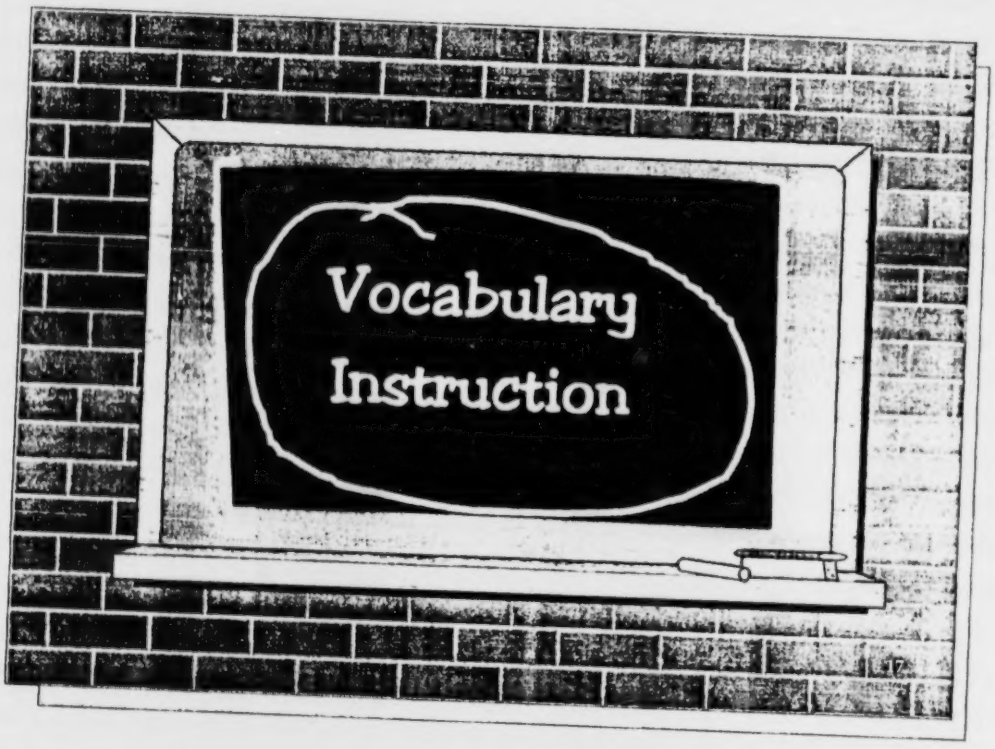
#17 Vocabulary Instruction



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In the second section of the workshop, the emphasis switches to vocabulary instruction.

This section contains discussions of the following:

- Critical features of effective vocabulary instruction
- Choosing vocabulary words to teach

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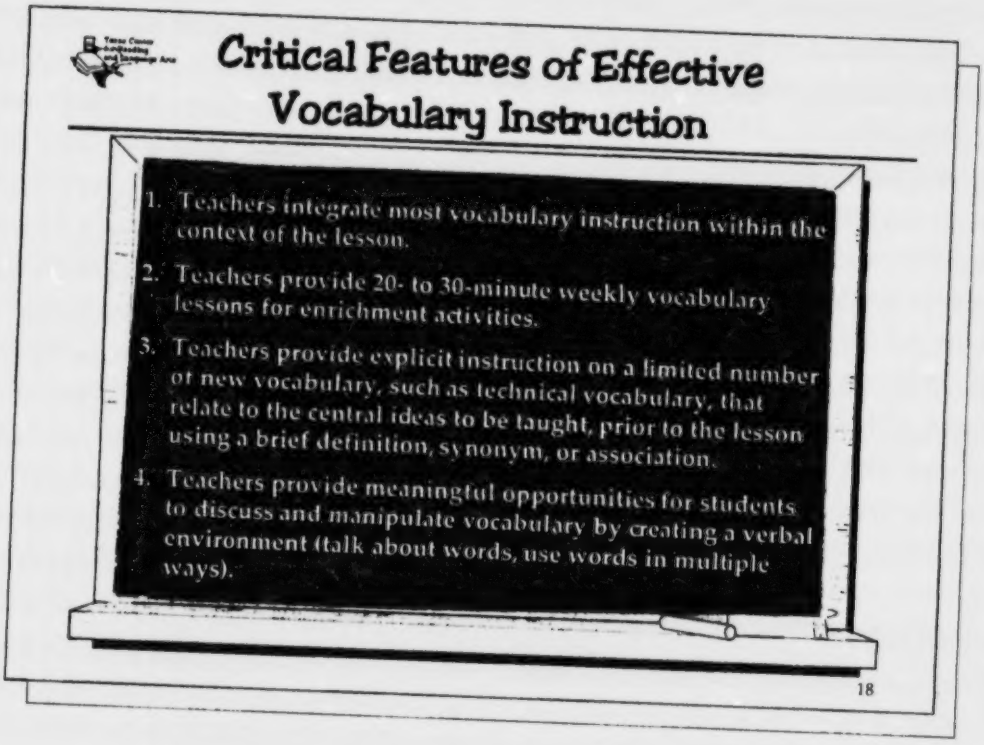
Critical Features of Effective Vocabulary Instruction
1. Teachers integrate most vocabulary instruction within the context of the lesson.
2. Teachers provide 20- to 30-minute weekly vocabulary lessons for enrichment activities.
3. Teachers provide explicit instruction on a limited number of new vocabulary, such as technical vocabulary, that relate to the central ideas to be taught, prior to the lesson using a brief definition, synonym, or association.
4. Teachers provide meaningful opportunities for students to discuss and manipulate vocabulary by creating a verbal environment (talk about words, use words in multiple ways).
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Review the critical features of effective vocabulary instruction.

The literature acknowledges the critical features of vocabulary instruction as using a variety of methods, frequent exposure to key vocabulary, and extended use of words in activities outside the classroom.

The best method of vocabulary instruction depends on the goals of instruction, words to be learned, and characteristics of the learners. When introducing new vocabulary to English language learners, studies have found that "less is more" (Gersten & Jimenez, 1994).

Teachers should encourage active processing of vocabulary using the critical features of instruction and strategies (described later in this guide) to facilitate association, comprehension, and generation.

Instructional Issues

Teaching the definitions of words and the use of the dictionary *in isolation* from other instructional approaches, such as using context clues and determining the meaning of word parts, is not an effective vocabulary development strategy. Many definitions are not very helpful and are not appropriate to the selection being read. Definitions do not always provide sufficient information, nor do they tell the reader how to use a word.

Teaching the use of context clues *in isolation* from other instructional approaches also is not an effective vocabulary development strategy. Textbooks may be difficult to read and context clues may be implicit rather than explicit, making it challenging for students to figure out the meaning of unfamiliar words. Vocabulary words can be learned incidentally, but for less-skilled learners, relying on context clues as the only strategy is not very effective.

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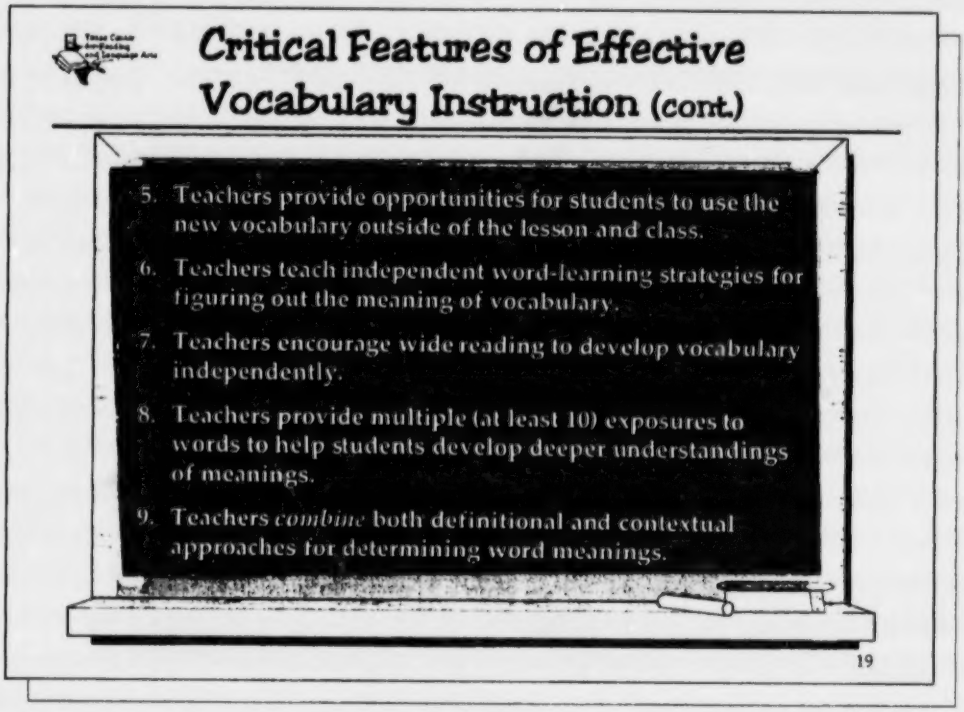
#19 Critical Features of Effective Vocabulary Instruction (cont.)


Critical Features of Effective Vocabulary Instruction (cont.)
5. Teachers provide opportunities for students to use the new vocabulary outside of the lesson and class.
6. Teachers teach independent word-learning strategies for figuring out the meaning of vocabulary.
7. Teachers encourage wide reading to develop vocabulary independently.
8. Teachers provide multiple (at least 10) exposures to words to help students develop deeper understandings of meanings.
9. Teachers *combine* both definitional and contextual approaches for determining word meanings.
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(cont.)
A balanced instructional approach that uses a mixture of definitional and contextual information is superior to either approach presented in isolation.

Why the definitional approach in isolation is ineffective:

- Many definitions are not appropriate to the selection being read.
- The definitions, even if accurate, do not always give enough information.
- Definitions do NOT tell you how to use a word.
- Used in isolation, this method of instruction does not promote reading comprehension.

Why the contextual approach in isolation is ineffective:

- Natural contexts vary in effectiveness for deriving word meaning.
- Factors that promote learning from context vary in textbooks and include:
  - frequency of occurrence of the vocabulary word,
  - proximity of a clue to an unknown word,
  - explicitness of a clue,
  - proportion of difficult words, and
  - richness of context (not all contexts are created equal).

References: Anderson & Nagy, 1991; Baumann & Kameenui, 1991; McKeown & Beck, 1988; Stahl & Fairbanks, 1986;

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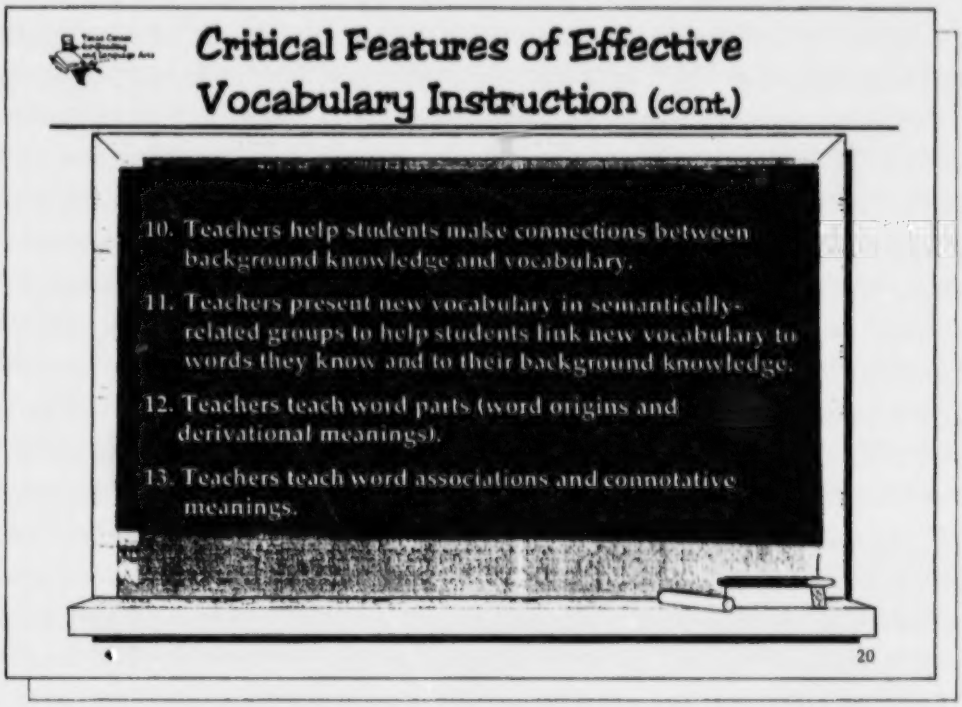
Critical Features of Effective Vocabulary Instruction (cont.)
10. Teachers help students make connections between background knowledge and vocabulary.
11. Teachers present new vocabulary in semantically-related groups to help students link new vocabulary to words they know and to their background knowledge.
12. Teachers teach word parts (word origins and derivational meanings).
13. Teachers teach word associations and connotative meanings.
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(cont.)

Regarding English language learners:

- Teachers are most successful when they speak clearly and precisely without references to reading material and information unfamiliar to the students.
- Teachers enhance language development and vocabulary by engaging in instructional conversations with students. For example, "Tell me more about..." and " what do you mean by..." Instructional conversations also include restating what the student has said, "In other words..."

References: Echevarria, 1995; Gersten & Jimenez, 1994; Goldenberg, 1992

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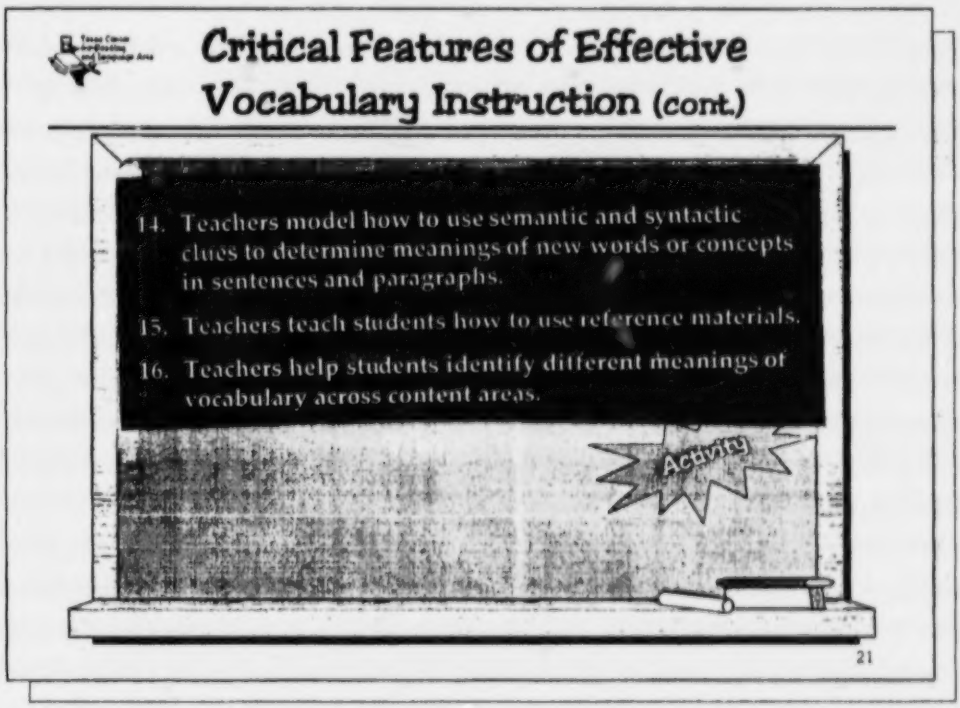
#21 Critical Features of Effective Vocabulary Instruction (cont.)


Critical Features of Effective Vocabulary Instruction (cont.)
14. Teachers model how to use semantic and syntactic clues to determine meanings of new words or concepts in sentences and paragraphs.
15. Teachers teach students how to use reference materials.
16. Teachers help students identify different meanings of vocabulary across content areas.
Activity
21

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Activity

(cont.)

Review the content on the transparency.

Activity:

Use Handout #3, "Fifteen Minutes Explicit Instruction on 3 to 5 Key Vocabulary Words" to illustrate how to provide explicit instruction prior to the lesson on vocabulary central to the ideas to be taught.

Version 1: If participants are seated in theater-style rows, try this version of the activity.

Have participants form small groups. Depending on how many small groups you can arrange, assign one to two bullets from the Critical Features of Effective Vocabulary Instruction transparencies to each group to brainstorm how they address the ideas represented in their bullet(s) (5-8 minutes). For example, for the first bullet, participants can describe ways they teach the vocabulary as part of their lessons, such as a mini-lesson prior to instruction, a semantic map with the new vocabulary, and so forth. For sharing, have participants turn to the group next to them and take turns sharing ideas for each bullet (5-8 minutes).

Version 2: If participants are seated in small groups, try this version of the activity.

Use the Jigsaw cooperative learning arrangement for this activity. Have participants count off 1-8 until each person has a number. Have the 1s meet in a group, the 2s in a group, and so forth. Assign a bullet to each group for discussion purposes for 5 minutes. Then, have the participants return to their original group, and ask each person to share the ideas from their small-group discussion (8 minutes).

References: Beck, McKeown, & Omanson, 1987; Bryant, Ugel, Thompson, & Hamff, 1999; Nagy; 1988; Stahl & Nagy, 2000

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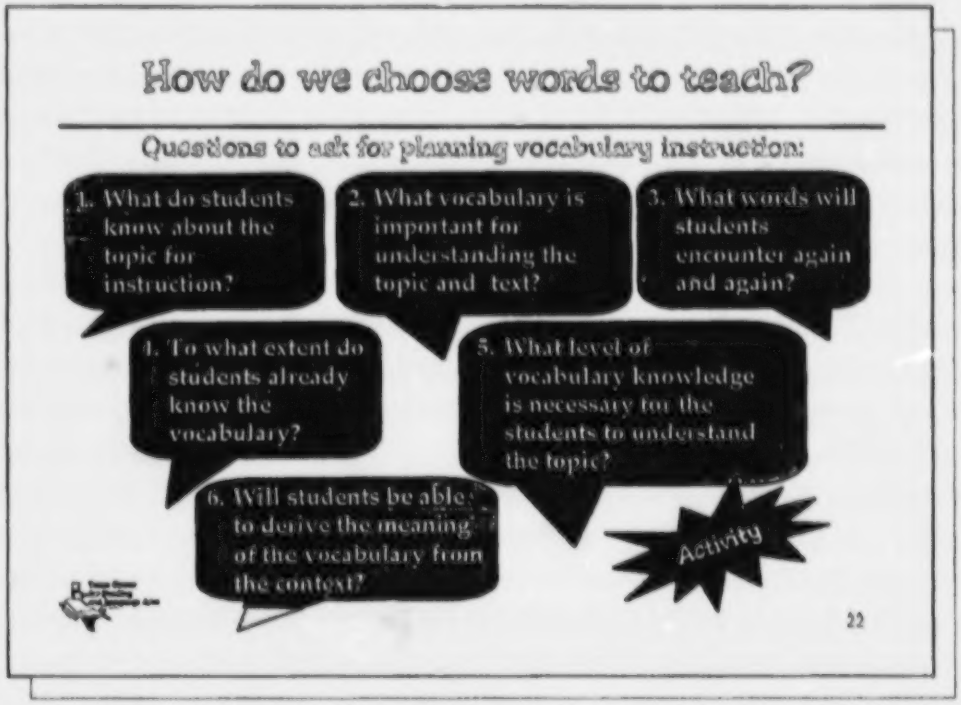
How do we choose words to teach?
Questions to ask for planning vocabulary instruction:
1. What do students know about the topic for instruction?
2. What vocabulary is important for understanding the topic and text?
3. What words will students encounter again and again?
4. To what extent do students already know the vocabulary?
5. What level of vocabulary knowledge is necessary for the students to understand the topic?
6. Will students be able to derive the meaning of the vocabulary from the context?
Activity
22

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- In getting ready to teach a lesson, teachers must decide which topic-related vocabulary words are most critical for students to understand to benefit from instruction and learn the content.

  Teachers can begin by conducting an activity, such as K-W-L, to determine what students already know about the topic.

- Teachers can identify key technical words that students must know to benefit from instruction; these words may not always be the bold-face terms in the text.

- Teachers should identify words that reappear frequently, and thus require student understanding.

  English language learners perform better when, before the lesson, teachers review key vocabulary in both English and Spanish to help students access knowledge and skills from their native language.

- Through discussion, teachers can ascertain how well students understand the key vocabulary.

- Teachers can determine the level of knowledge (association, comprehension, generation) necessary for students to learn the content, then structure learning accordingly.

- Finally, teachers should examine the text to determine how well students will be able to derive word meaning from the context (e.g., frequency of occurrence of the vocabulary word, proximity of a clue to an unknown word, explicitness of a clue, proportion of difficult words).

Activity:
Have participants review the list of technical vocabulary words they generated earlier in the workshop and discuss with a partner or in their small group the criteria they use for selecting key vocabulary to teach (5 minutes). Have 5-6 participants volunteer ideas for the large group.

Reference: Hornberger & Micheau, 1993

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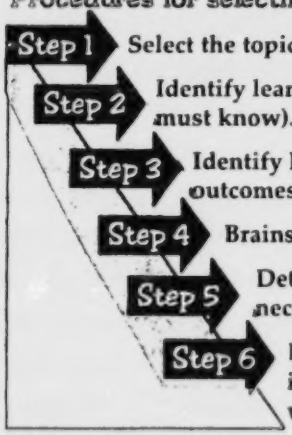
#23 How do we choose words to teach?

How do we choose words to teach?

Procedures for selecting vocabulary to teach:



- Step 1: Select the topic for study.
- Step 2: Identify learner outcomes (central ideas students must know).
- Step 3: Identify key vocabulary related to the learner outcomes.
- Step 4: Brainstorm interesting and useful vocabulary.
- Step 5: Determine the extent and level of processing necessary for the vocabulary.
- Step 6: Decide how to teach the vocabulary to increase the extent and level of students' word knowledge processing.

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As they select vocabulary to teach, teachers need to review the material and determine difficult words (such as technical vocabulary) that should be taught.

Teachers can use the following criteria for selecting words to teach:

- Is the word important to understanding the text?
- Is the word going to appear again and again?
- Will the students be able to derive the meaning from the context?
- How thoroughly will the words need to be taught? (Decide whether it is better to teach a larger number of words or to cover one or two novel concepts.)
- How do the words group semantically? Semantically-related words may be easier for students to learn.

Teachers can use the Handout #4, "How Well Do I Know the Vocabulary Words?" to get a sense of how well students think they know the vocabulary chosen for instruction. Teachers can encourage students to put the vocabulary word in the first column if they have not seen or heard the word before, in the second column if they can provide a synonym or antonym and use the word in a sentence (association and comprehension processing), and in the last column if they can rephrase the definition of the word and connect the word to their personal experiences (generation processing).

References: Allen, 1999; Beck, McKeown, & Omanson, 1987; Stahl, 1986

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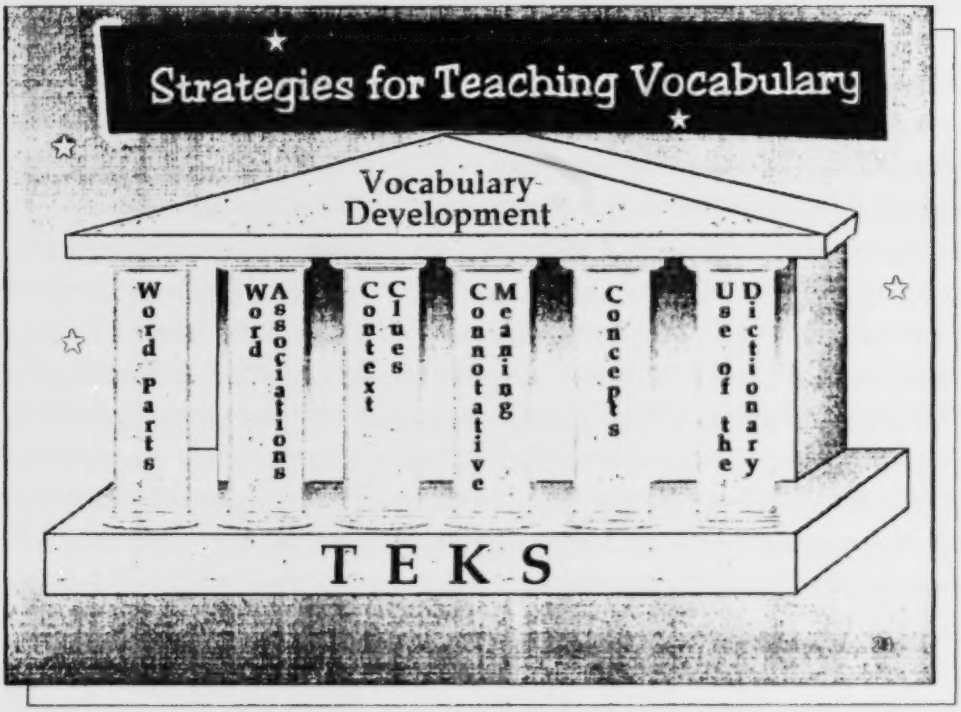

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#24 Strategies for Teaching Vocabulary

The third section of the workshop focuses on specific strategies to teach vocabulary skills from the TEKS. This section also provides adaptations of several of the strategies for struggling students.

On the transparency, review the skill areas from the TEKS for which strategies are suggested.

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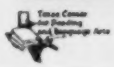
Word Parts

Word parts consist of root words, prefixes, and suffixes.

Word parts include:

Derivatives	Combining forms (word origins)	Morphemes
combinations of root words and prefixes and/or suffixes	usually root words borrowed from another language that are combined together and/or are combined with a prefix and/or suffix	the smallest units of language that convey or modulate meaning (root words, verb tenses, plurals, possessives, affixes, etc.)
• *Observation* is a derivative of *observe*.	• *Microscope* contains *micro* (Greek) and *scope* (Greek).	• *Some* is an example of a free morpheme. • *Tele-* is an example of a bound morpheme.



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Knowledge of *word parts* helps students focus on the parts of words that have meaning and that can be used to comprehend key vocabulary words. Teaching word parts helps students independently figure out the meaning of vocabulary.

Word-parts instruction includes derivatives, combining forms, and morphemes.

Review the combining forms list of words, Handout #5, "Common Greek and Latin Roots,"which shows the origins of word parts that are borrowed from other languages and combined with English word parts.

Approximately 80% of words in a dictionary contain Greek or Latin morphemes. Thus, knowledge of these combining forms (roots and affixes) is essential for analyzing unfamiliar words.

Many technical and scientific words share the same roots in English and Spanish. For those with similar meaning, English language learners have little problem learning the word (e.g., photosynthesis=fotosintesis; evaporation=evaporacion). However, the more common words often have different ranges of meaning and are often confused by students. These require explicit instruction (e.g., equivocate=unclear response; equivocarse=to make a mistake).

Discussion:

Have participants identify and share those prefixes, suffixes, and combining forms that appear most frequently in vocabulary pertinent to their subject areas.

A *morpheme* is the smallest unit of language that has meaning. Having students break words into parts based on meaning is one way to help them to decode multisyllabic words. They can then figure out the meaning of words based on what they know about the meaning of the smaller word parts.

There are two types of morphemes: *free*, which means the morpheme can stand alone and has meaning (e.g., *some*); and *bound*, which means the morpheme must be linked to words or morphemes (e.g., prefix-*un*), to have meaning.

Review the content on the transparency with the participants. Point out the list of the most commonly used prefixes and suffixes in Handout #6, "Prefixes and Suffixes."

References: Allen & Valette, 1977; Readance, Bean, & Baldwin 1998; Rubin,1995

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Strategy: Morphemic Analysis of Word Parts

Morphemic analysis is a procedure for determining the meaning of a word by analyzing the meaning of word parts.

What is it? Analysis of the word's morphemes is used to determine the meaning of the word

What does it include?

- Vocabulary words
- Information about the meaning of prefixes, suffixes, Latin and Greek word parts

When can you use it? Prior to teaching a key vocabulary word, during the lesson to reinforce key vocabulary, as part of the 20-30 minute weekly vocabulary lesson

26

Review the content on the transparency.

The Morphemic Analysis of Word Parts strategy requires students to take multisyllabic words and break them into meaningful parts.

Refer participants to the Handout #7, "Morphemic Analysis." Review the procedures of the strategy.

Students should discuss the meaning of each part and decide the meaning of the new word in its entirety. Then, students should use the word in their own sentence.

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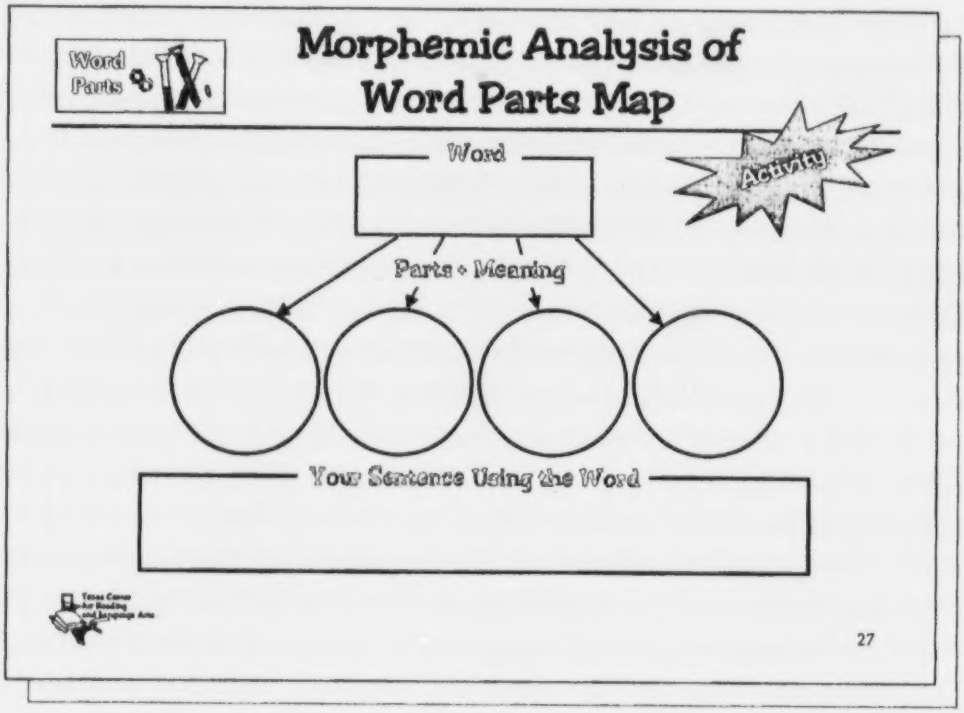
#27 Morphemic Analysis of Word Parts Map



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#27 Morphemic Analysis of Word Parts Map

Ask participants to volunteer one of their vocabulary words from their content area vocabulary list to be used as an example for this strategy. Model on the transparency how the word can be divided into morphemic parts. Create a sentence using the word.

Activity:
Have participants take 5 minutes to practice this strategy by using 2 to 3 of the vocabulary words from their list. They can share their answers with their neighbors. Ask for examples of words that lend themselves to this strategy.

Reference: Readance, Bean, & Baldwin, 1998

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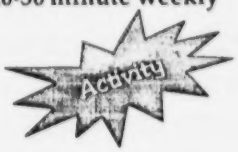
Strategy: Word Building

What is it? Strategy to teach derivational meanings

What does it include?

- Vocabulary words
- Prefixes, suffixes, combining forms
- Information about the meaning of prefixes, suffixes, Latin and Greek word parts

When can you use it? As part of the 20-30 minute weekly vocabulary lesson



28

Review the content on the transparency.

The Word Building strategy helps students to learn the meaning of prefixes and suffixes and to determine how the meaning of the root word changes according to the addition of affixes.

Word Building is a good strategy to use as a part of a vocabulary lesson.

For English language learners, it is more effective to teach few very common prefixes and suffixes than to present a large number at once.

Refer participants to Handout #8, "Word Building," to review the steps of this strategy. Ask participants how they might use the strategy. Again, have participants refer to the list of technical vocabulary they generated earlier to determine which words would lend themselves well to this strategy.

Activity:

Have participants select 1 or 2 of their words, write down the root word, and then add affixes to create new words. Have participants identify how this strategy can help students learn other words, in addition to the vocabulary words, that can be useful in content area instruction. For example, if the technical root word is ***electricity,*** *then students can learn* ***electrician, electrical, electric,*** *and so forth. Ask for participants to volunteer words they have created.*

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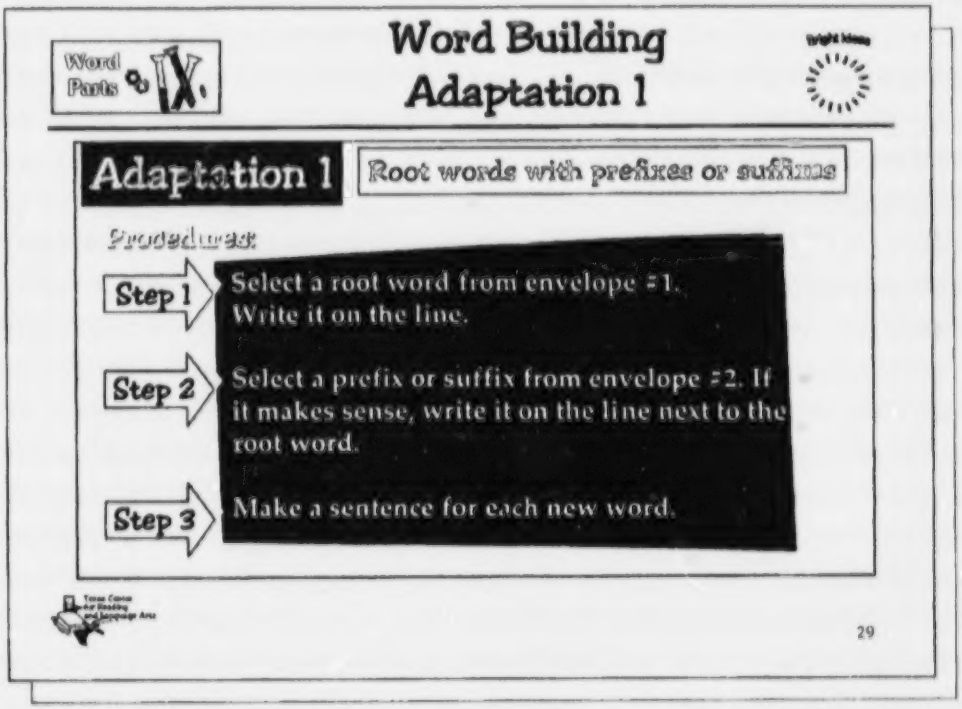
Word Parts
Word Building Adaptation 1
Adaptation 1
Root words with prefixes or suffixes
Procedures:
Step 1
Select a root word from envelope #1. Write it on the line.
Step 2
Select a prefix or suffix from envelope #2. If it makes sense, write it on the line next to the root word.
Step 3
Make a sentence for each new word.
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29 Word Building Adaptation 1

For students with disabilities, struggling students, and English language learners, the word building strategy can be adapted by having students work with root words using one type of affix at a time.

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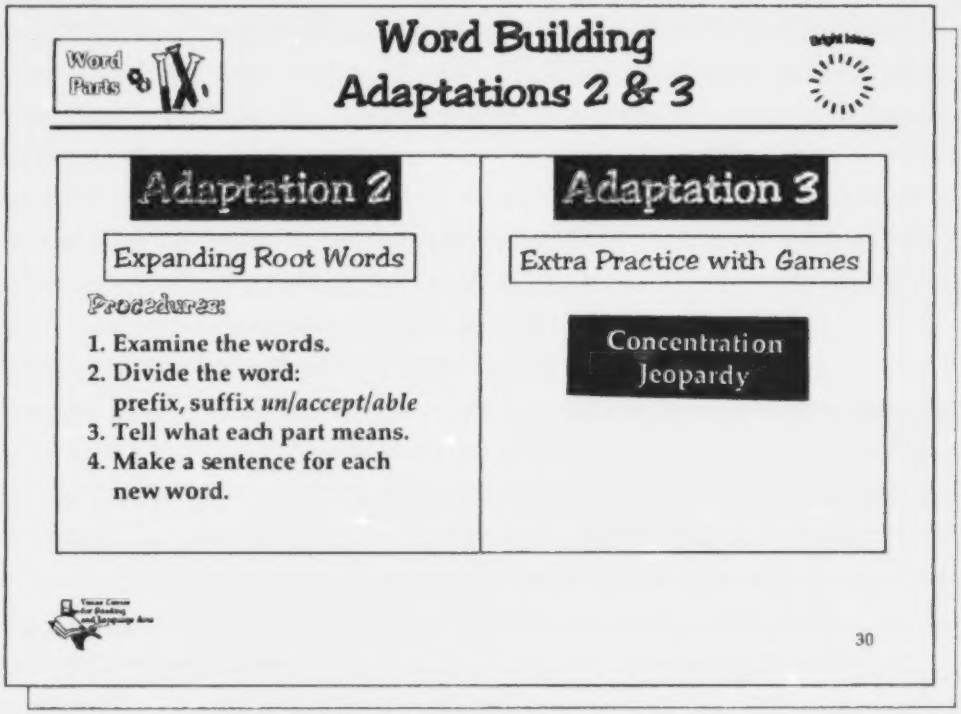

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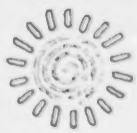

Other adaptations of the Word Building strategy can be used, including Expanding Root Words and Extra Practice with Games.

In Expanding Root Words, students are given the root word that contains a prefix and/or suffix.

Students are asked to divide the word into parts: root word, prefix, suffix.

In Extra Practice with Games, students can play Concentration and Jeopardy to reinforce the meaning of prefixes and suffixes by putting parts of words together to make new words.

Discussion:

Ask participants to share examples of other games they play with their students to provide extra practice with new vocabulary words.

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Word Associations

Word associations involve synonyms, antonyms, and analogies.

Analogies involve:

- Synonyms
- Antonyms
- Classification
- Part to whole
- Ability to see associations of words and ideas
- Whole to part
- Degree of intensity
- Characteristics
- Cause-effect
- Effect-cause
- Function

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Review the content on the transparency.

At the association and comprehension processing levels, students should be able to make *word associations* by providing synonyms and antonyms for words. Students who "kind of know word meanings" may be able to supply at least synonyms or antonyms for the key vocabulary words.

Analogies involve higher level thinking processes, the ability to see associations among words, and the ability to categorize words based on some dimension (e.g., characteristic). Students with disabilities or English language learners may struggle with analogies because they often lack the in-depth understanding of word meanings to be able to make connections across words.

Strategy: Word Association Map

What is it? Strategy to introduce associations among words

What does it include?

- Key vocabulary
- Synonyms
- Antonyms
- Analogies

When can you use it? As part of the 20-30 minute weekly vocabulary lesson, prior to the lesson

32

Review the content on the transparency.

The Word Association Map strategy is intended to help students identify synonyms, antonyms, and analogies for key vocabulary that has been identified for instruction.

This strategy taps students' association and comprehension processing levels. It can be used in a designated vocabulary lesson.

Refer participants to Handout #9, "Word Association Map," which can be used with students to teach the strategy.

Explain the procedures of the strategy.

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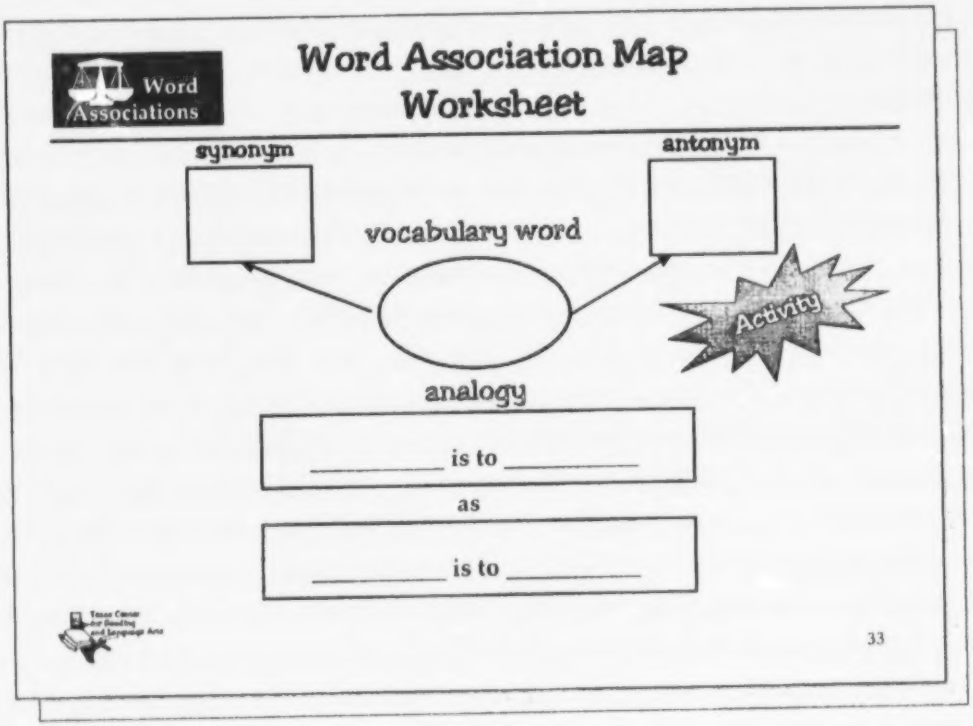
#33 Word Association Map Worksheet



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#33 Word Association Map Worksheet

Select a word and complete the map as a model of how to conduct the procedures. Refer participants to Handout #9, "Word Association Map."

Activity:
Give participants 10 minutes to select one word from the vocabulary lists they generated earlier in the workshop. Ask participants to complete the word association map. Then, have them work with a partner to (1) state the word they chose for this exercise and the rationale for choosing this word, and (2) explain their answers on their maps. Ask the large group for examples of maps.

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Word Association Map

Examples for teaching analogies:

Multiple-choice options, simple analogy

Big is to *little* as *hot* is to _____.

a) cold b) summer c) sun d) simmer

Easier analogies

Night is to *dark* as *day* is to_____.

Ann is to *girl* as *Mike* is to _____.

Instruction with modeling and Think-Aloud

Night is to *dark* as *day* is to_____.

Dark describes the amount of light at night, so *bright* would be a good word to describe the amount of light during the day.

34

#34 Word Association Map

Word associations, particularly analogies, can be challenging for students with disabilities and students who are English language learners.

Analogies can be presented in small steps:

First, provide the analogy with multiple-choice options containing the correct answer. Introduce analogies using simple concepts.

Second, select analogies that initially use synonyms and antonyms and whole-part/part-whole associations. Later, as students become more familiar with the task and vocabulary, introduce analogies with cause-effect/effect-cause, function, and degree of intensity.

Third, model analogy completion by thinking-aloud, so that students learn the rationale for the word chosen to complete the analogy.

Reference: Readence, Bean, & Baldwin, 1998

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Strategy: Illustrate and Associate

What is it? Strategy to introduce associations among words

What does it include?

- Key vocabulary
- Synonyms
- Antonyms
- Analogies

When can you use it? As part of the 20-30 minute weekly vocabulary lesson, prior to the lesson

35

Review the content on the transparency.

The Illustrate and Associate strategy is intended to help students learn vocabulary words through a visual association (picture), an antonym or a nonexample of the word, and a sentence that uses the vocabulary word to convey a personal meaning.

This strategy can be used with English language learners and struggling students because it involves a more concrete connection to the vocabulary words, which can create more meaning than dictionary definitions.

Students can complete the strategy in pairs or small groups. It can be implemented during the designated vocabulary instructional time.

Refer participants to Handout #10, "Illustrate and Associate." Review the steps of the strategy.

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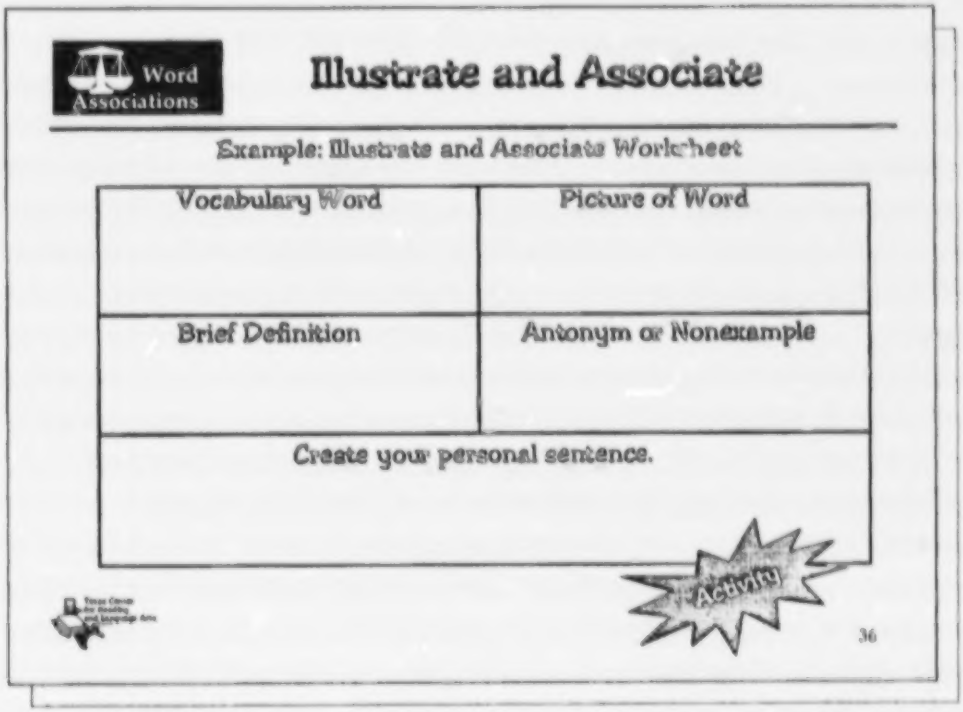

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#36 Illustrate and Associate

Use the model on the transparency to explain how to use the Illustrate and Associate strategy. Select a word and fill in the blanks.

Students write the vocabulary word, provide a brief definition, illustrate the word, and provide an antonym or nonexample. Finally, students use the word to write a sentence that makes sense to them.

Activity:
Have participants select one of the vocabulary words from their list and use the Illustrate and Associate strategy. Participants can share their example with their neighbors.

References: Eeds & Cockrum, 1985; Readence, Bean, & Baldwin, 1998

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Word Associations

Strategy: Keyword Method

A *keyword* is a word that sounds somewhat like part of a new vocabulary word and can be easily illustrated.

What is it? Strategy to help students remember words through visual and acoustically similar associations

What does it include?

- Key vocabulary

When can you use it? As part of the 20-30 minute weekly vocabulary lesson, prior to the lesson

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#37 Strategy: Keyword Method

Review the content on the transparency.

The Keyword Method strategy has been used effectively with students who have learning disabilities to teach vocabulary, especially content-area vocabulary, in subjects such as science and social studies. The Keyword Method is a good strategy for English language learners as well. The strategy is based on the idea that students' memory for new vocabulary is facilitated by visual and auditory (acoustically similar) word associations.

Explain that there are 3 steps, and review the example of the word ***nomad.***

Recode, which means thinking of a familiar, similar sounding word (keyword) for the new unfamiliar vocabulary word;

Relate, which means associating the keyword to the definition meaning by forming a visual image; and

Retrieve, which involves thinking back to the keyword and the visual image to identify the vocabulary word and its meaning.

Refer participants to Handout #11, "Keyword Method," which students can use to develop their own keywords.

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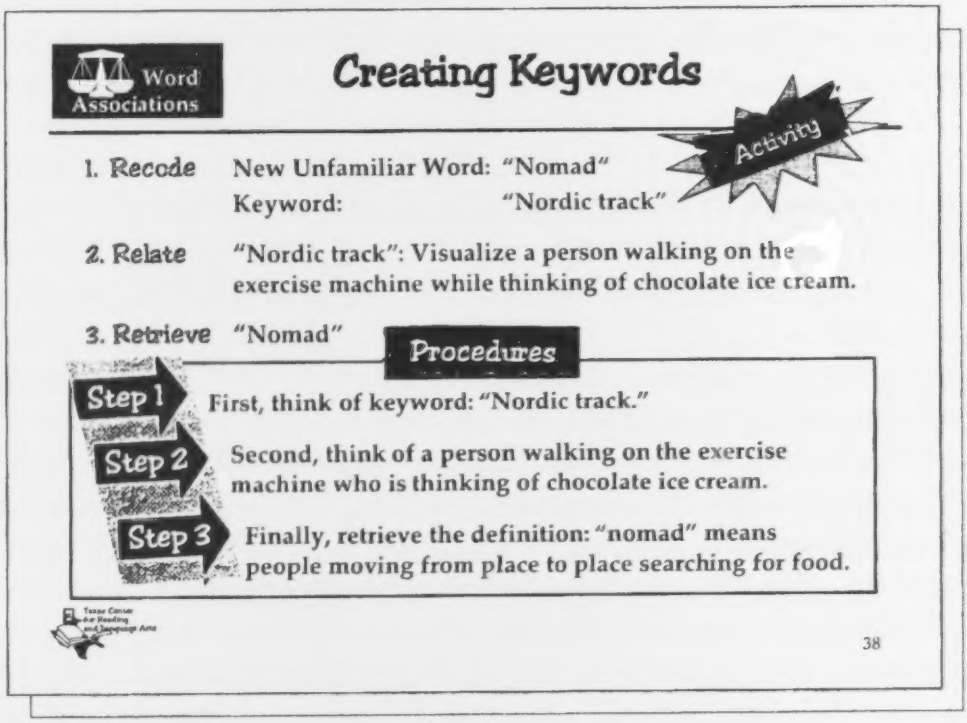
Word Associations
Creating Keywords
Activity
1. Recode
New Unfamiliar Word: "Nomad"
Keyword: "Nordic track"
2. Relate
"Nordic track": Visualize a person walking on the exercise machine while thinking of chocolate ice cream.
3. Retrieve
"Nomad"
Procedures
Step 1
First, think of keyword: "Nordic track."
Step 2
Second, think of a person walking on the exercise machine who is thinking of chocolate ice cream.
Step 3
Finally, retrieve the definition: "nomad" means people moving from place to place searching for food.
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#38 Creating Keywords

Activity:

Have participants select one of the vocabulary words from their list and work with their neighbor to go through the steps of the strategy to create a keyword. Have participants create their keywords on chart paper, share, and display.

Reference: Scruggs & Mastropieri, 1989

Context Clues

Context Clues

Context clues are pieces of information that help the reader figure out the meaning of a word from the text that surrounds it.

An unknown word in context may be figured out from the meaning of words within a sentence and from the position of the word within the sentence.

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39

Review the content on the transparency.

The use of *context clues* as a strategy for vocabulary learning requires the ability to determine information from the context, which can be used as a way to figure out word meaning. This strategy requires comprehension of word associations (semantics), and an understanding of the location of the word within the sentence structure (e.g., adjective describes a word) to connote meaning (syntax).

Research has shown that the use of context clues may be effective in expository text (not in narrative text). With explicit instruction, modeling, and practice, context clues can be a somewhat useful strategy to figure out the meaning of unknown words in expository text.

Students can become independent learners if they learn to use the surrounding context of an unfamiliar word to figure out its meaning.

Several factors must be taken into consideration if the use of context clues is to be effective for struggling students. This section discusses those factors along with strategies.

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Types of Context Clues

	Examples:
Definition: The word is usually defined in the sentence in which it appears.	If disease reaches your bronchial tubes, *cilia*—tiny hairlike structures—are another barrier to prevent infection.
Description: The word is described by the context so that the reader can usually figure out its meaning.	After taking a spill on her bike, she was able to stand up, get back on the bike, and pedal away on her own *volition*.
Contrast: The word is compared with some other word usually as an antonym.	*Cumulus* clouds are thick, dark clouds with dome-like features that produce storms; whereas, stratus clouds are low, long, grayish formations.

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Review the transparency content with participants, noting the examples.

Although there may be many types of context clues, ***definition, description, contrast, comparison,*** and ***synonym*** are the commonly occurring types of context clues. These types of context clues are found in most content area, expository text.

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Types of Context Clues (cont.)

	Examples:
Comparison: The word is compared with another word or phrase to illustrate the similarities between them.	Samuel was exhausted after the *inquisition*, which was like being in a boat on rough seas.
Synonym: The word is compared to another word with a similar meaning.	Sarah interpreted the message *literally*; that is, she believed the message as though every word were *real*.

41

(cont.)

The types of context clues must be taught to students through modeling and think-aloud, and with specific examples taken directly from text. Students will need explanations of the surrounding clues to help them figure out the meaning of the vocabulary word.

Discussion:

Ask participants to identify which types of context clues they think are most commonly found in the text they use with students. Have them describe difficulties students exhibit with the use of context clues and how they have tried to address these difficulties.

#42 Haversack

Context Clues

Haversack

Example 1:

The hiker knew that she had put too many cans in the *haversack* when it started to rip at the bottom, dumping the contents on the ground.

Example 2:

The hiker loaded up the *haversack* in preparation for the trip, much like she loaded up her backpack with school supplies during the school year.

Example 3:

The *haversack*, a canvas shoulder bag that holds rations, is an important supply for a hiker.

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Activity:

Have participants work in pairs to determine the type of context clue that is illustrated by each of the above examples (5 minutes). (Answers: Example 1: description, Example 2: comparison, Example 3: definition). Ask for volunteers to share their answers and give an explanation for each answer.

Explain to participants that this type of activity can be conducted with students. The important component of the activity occurs when students must present their explanations for choosing the types of context clues. The explanation demonstrates students' understanding of the use of context clues and helps other students hear how the context can be analyzed to determine the meaning of unfamiliar words.

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Strategy: Think Aloud to Model How to Use Context Clues

What is it? Strategy to teach the *definition* type of context clues

What does it include?

- Vocabulary words that are defined in context

When can you use it? As part of the 20-30 minute weekly vocabulary lesson

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43 Strategy: Think Aloud to Model How to Use Context Clues

Review the content on the transparency.

Think aloud and *modeling* are two examples of critical features of effective vocabulary instruction. They can be used during a vocabulary lesson on context clues in which students are learning how to use the context surrounding the vocabulary word to figure out its meaning.

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#44 Think Aloud to Model How to Use Context Clues: Example

Think Aloud to Model How to Use Context Clues: Example

The *vociferous* crowd caused me to step outside of the room for a few moments of peace and quiet.

We know that:

- Because of its location in the sentence, *vociferous* is being used to describe the *crowd*.
- The author wants to get away from the crowd for a few moments.
- The phrase "peace and quiet" is being used as a contrast (or antonym).

We can conclude that:

- *Vociferous* probably means noisy, loud.

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44 Think Aloud to Model How to Use Context Clues: Example

In this example of *think aloud*, the type of context clue being illustrated is *contrast* (*Contrast*: The word is compared with some other word, usually as an antonym).

Use the following text to *think aloud* how the meaning of the word *vociferous* can be determined based on the surrounding context.

"Because of its location in the sentence we know that the word *vociferous* is being used to describe the *crowd*. And we know that *peace and quiet* is being used as a contrast. So, we can conclude that *vociferous* probably means noisy, loud, rowdy."

Discussion:

Ask participants to share examples of how they might use this strategy.

References: Rubin,1995; Stahl & Nagy, 2000

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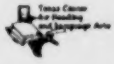
Strategy: Contextual Analysis

What is it? Strategy to teach the use of context clue types to figure out word meaning

What does it include?

- Vocabulary words
- Examples of types of context clues

When can you use it? As part of the 20-30 minute weekly vocabulary lesson



45

Review the content on the transparency.

The contextual analysis strategy is an activity to teach students how to use context clues to figure out the meaning of words and to identify the different types of context clues.

It is a good strategy to incorporate into the vocabulary lesson. Students can be reminded to use their knowledge of context clues as they read independently and in groups.

Review the steps of the procedure with the participants. Refer them to Handout #12, "Contextual Analysis," which can be used with students.

Activity:

Have each participant refer to his or her list of key vocabulary words, which was developed earlier in the workshop, for a topic to be taught. Ask participants to select 3 vocabulary words and to develop 3 contexts using a different type of context clue for each word. Participants are practicing the "preparation" step of the contextual analysis strategy. Have them share their work with their partner or small group (10 minutes). Ask for volunteers to share examples with the whole group.

Strategies for English language learners could include having students:

a) Figure out the part of speech of the word.

b) See if the word is used elsewhere in the context or if a contrast or analogy is implied.

c) Use their knowledge of the world or of the specific context of the reading to deduce possible meanings. (Grellet, 1981)

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Strategy: Clunk Bug

A *clunk* is a word or phrase that the student does not understand.

What is it? Strategy to teach the *definition* type of context clues

What does it include?

- Vocabulary words that are defined in context

When can you use it? As part of the 20-30 minute weekly vocabulary lesson when teaching types of context clues, prior to teaching a lesson, during reading when students encounter vocabulary words that are defined in context

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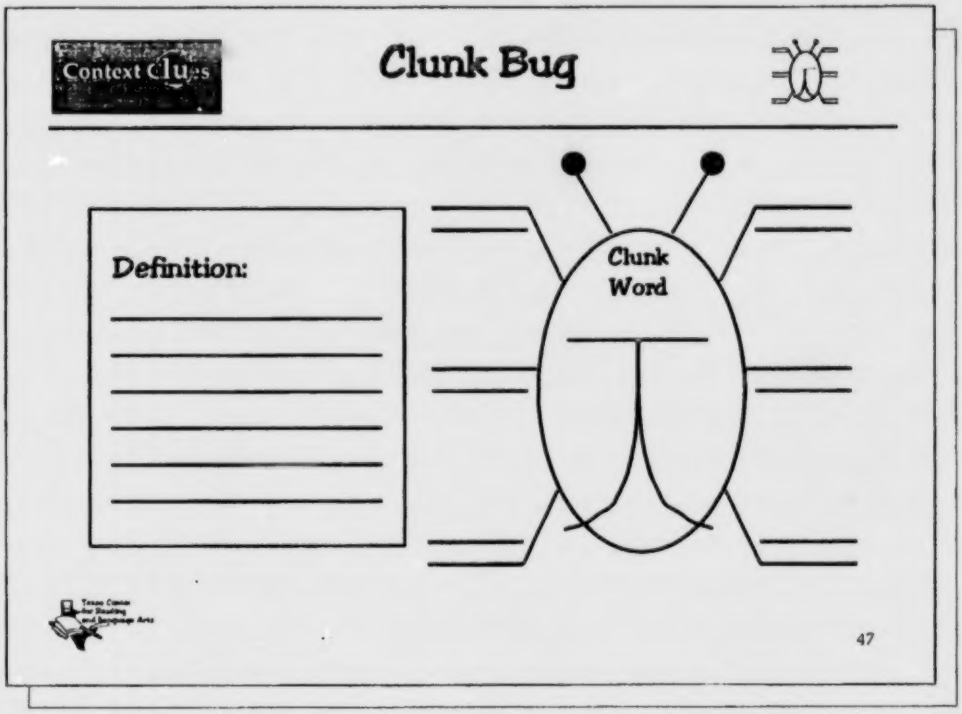
#46 Strategy: Clunk Bug

The Clunk Bug strategy was developed by a middle-school science teacher in response to his students' difficulties learning science text vocabulary. In particular, he was concerned that students could not recognize the *definition* type of context clue, which was commonly found in the science text.

The Clunk Bug requires students to identify the vocabulary word and to search the sentence in which the word is located for clues to the word meaning. Students use the clues to construct their own definition of the word.

The strategy can be used to teach definitional context clues as part of a vocabulary lesson, prior to instruction, or when students encounter difficult words in text.

(Developed by John Hutka, Webb Middle School, Austin Independent School District)


Context Clues
Clunk Bug
Definition:
Clunk
Word
47

Demonstrate the use of the Clunk Bug strategy with the following sentence:

The *haversack*, a canvas shoulder bag that holds rations, is an important supply for a hiker.

Use think aloud to illustrate how to complete the Clunk Bug:

"Haversack is the vocabulary word, so I'll write it on the back of the bug. Now I'll look for clues about its meaning from the words in the sentence. There is a comma after haversack, so I think this is a definition type of context clue. So, I'll take some of the key words from the rest of the sentence. On one leg I'll write: 'a canvas bag, ' on another leg I'll write: 'holds food, ' and on another leg I'll write: 'important supply.' These all seem to be pretty important words. I know I do not have to fill up each leg of the bug."

"Now, I have to write my sentence: *'Haversack* means a sturdy bag that you carry food in when you go hiking.'"

Refer participants to Handout #13, "Clunk Bug."

Review the steps for using the Clunk Bug.

Discussion:

Ask participants to share their thoughts about the use of the bug. Is this something they might try with students? How might they introduce the use of the bug? What can they do with the bugs when students complete them? (The science teacher created a clunk bug wall and used the words in quizzes and in games such as Jeopardy.)

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Connotative Meaning

Connotative Meaning

Denotative meaning
is the literal, primary dictionary meaning of a word.

Connotative meaning
is the associated or secondary meaning added to the explicit primary meaning of the word.

Connotative meaning includes implications, undertones, "attachments," and intimations a person may add to the literal meaning.

For example, the dictionary defines *home* as a house, apartment, or other shelter that is the usual residence of a person, family, or household. Synonyms include "abode," "dwelling," "habitation," and "domicile."

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Review the content on the transparency by beginning with an explanation of the differences between ***connotative meaning*** *and* ***denotative meaning****.*

Teaching *connotative meaning* helps students **own** the words. Vocabulary words take on a personal meaning for students, because learning about connotations helps them to choose more precise words for speaking and writing.

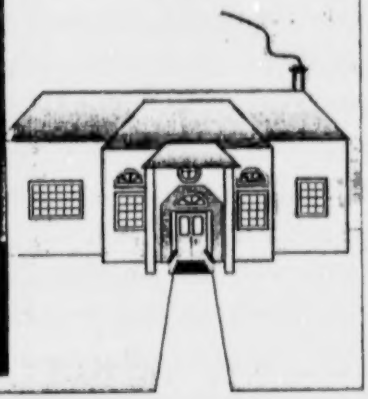
Review the examples of connotative meaning on the transparency and discuss the denotative (dictionary definition) and connotative meanings of "home."

(Discussion continued with the next transparency.)

Connotative Meaning

Connotative Meaning (cont.)

The connotative meanings of *home* can include all the associations and personal meanings such as a "warm, inviting, cozy place." Or, for some people, home may have bad connotations and mean a "lonely place where no one speaks," or a "tense place where there is arguing," or a "desperate place where there is never enough food."



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(cont.)
The denotative/dictionary definition of *home* is neither positive nor negative. The student brings to the word his or her own positive or negative feelings. A student who has had a happy life in a loving home will tend to place a warm, positive connotation on the word *home*. A student who has lived in an "orphans' home" or a series of foster homes or a "state home" or an on-the-street or under-the-bridge home may have negative connotations for *home*.

Ask participants to describe how they introduce connotative meaning to students.

#50 Strategy: Tone

Connotative Meaning

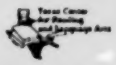
Strategy: Tone

What is it? Strategy to help students convey and understand meaning

What does it include?

- Tone categories
- Dictionary
- Paper and pencil

When can you use it? Prior to or during the reading of passages that require students to understand tone



50

#50 Strategy: Tone

Tone requires students to think about the emotional messages and meaning conveyed by the author's choice of words.

An understanding of tone will improve comprehension of text and help students be more specific in their writing and speaking.

When teaching tone to English language learners it is helpful to add exaggerated gestures.

(Developed by Hilda Ollmann, McNeil High School, Round Rock Independent School District)

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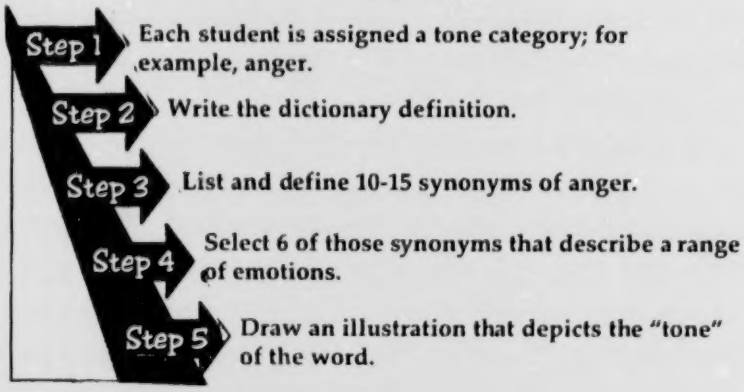
Connotative Meaning

Tone

Procedures


Step 1
Each student is assigned a tone category; for example, anger.
Step 2
Write the dictionary definition.
Step 3
List and define 10-15 synonyms of anger.
Step 4
Select 6 of those synonyms that describe a range of emotions.
Step 5
Draw an illustration that depicts the "tone" of the word.

51

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Most students will have experienced, observed, or read about different types of anger. Using this familiar term for the exercise will help students see the broad range of the emotion of **anger**.

Information that students might supply about **anger** includes:

Dictionary definition: feeling resentment, provoked; rage, wrath, tumult

Synonyms:

- resentful (full of resentment, displeasure, or animosity)
- wrathful
- indignant
- bitter
- acrimonious
- virulent
- cross (peevish, ill-humored, fretful)
- irate
- fiery
- furious (full of fury, violent anger, or rage; intensely violent)

Meanings of **anger** include *cross* and *resentful*. Students' illustrations could show a face that was cross, enraged, and so forth.

Discussion:
Ask participants to describe activities they use to teach "tone." This same type of strategy can be used for mood words, for words relating to the senses, and so forth.

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Connotative Meaning

Strategy: Word Play with Acronyms

Character descriptions can be used with characters from novels. For example, students can be assigned characters and asked to list character traits in an acrostic format for each character.

Scout in *To Kill a Mockingbird* might be:

Strong
Curious
Outgoing
Up-front
Tomboy

52

Review the content on the transparency.

Most students will have developed opinions about the characters in a story, perhaps comparing them to people they have known over the years. The purpose of this activity is to have the students engage in word play (i.e., creating name acronyms) by using words to describe the character traits of people in the story and to provide specific examples of behaviors exhibited by the characters to justify the descriptors. This activity also allows for students to explore synonyms and antonyms and to think of descriptors that relate to the tone and mood of the novel associated with the characters.

Activity:

Divide the participants into groups of four or five, so that there are an even number of groups (e.g., 2, 4). Assign each group the name of two characters from To Kill a Mockingbird (e.g., Scout, Jem)-- the characters should have different personalities and traits. Be sure to assign two groups the same characters so that, during later discussion, participants can discuss similarities and differences among their responses. Participants are to write the names of the characters in a top-down alignment (acrostic). The descriptors' first letters must coincide with the letters in the characters' names. After each descriptor, the participants should write something done by the character in the story to earn that particular descriptor. Finally, one synonym and one antonym should be included to expand the vocabulary lesson.

Refer participants to Handout #14, "What Kind of Character Is He, Anyway?" to see an example of an activity on connotation.

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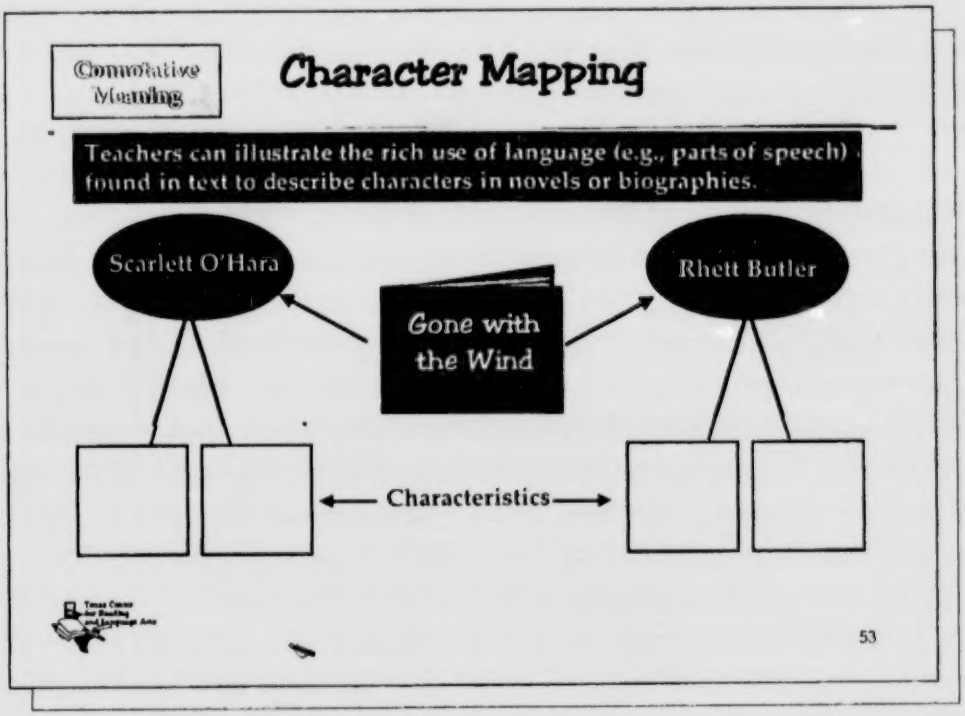
#53 Character Mapping


Connotative Meaning
Character Mapping
Teachers can illustrate the rich use of language (e.g., parts of speech) found in text to describe characters in novels or biographies.
Scarlett O'Hara
Gone with the Wind
Rhett Butler
Characteristics
53

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#53 Character Mapping

Characters in stories come to life based on their characteristics, both favorable and unfavorable. Because characters can evoke strong emotions in readers and contribute to the tone and mood of the novel, exploring characters' personalities and characteristics allows for engaging ways to increase a student's vocabulary.

For example, the spirited, willful, courageous, and sometimes unscrupulous nature of Margaret Mitchell's *Gone with the Wind* heroine Scarlet O'Hara contrasts interestingly with Sir Walter Scott's gentle, meek, and high-souled Rebecca of *Ivanhoe* fame.

Character mapping challenges students to use their knowledge of adjectives to describe the characters in a story or lesson. Showing how certain characters share specific attributes or possess contrasting characteristics allows students to discuss the relationship among these characters and helps shed light on why the characters interact as they do. Comparisons of characters' attributes can be made towards real life figures as a way to generate discussion on why people act as they do.

Discussion:

Have participants work with a partner to identify descriptors for the characters on the character map and share some of their ideas with the large group.

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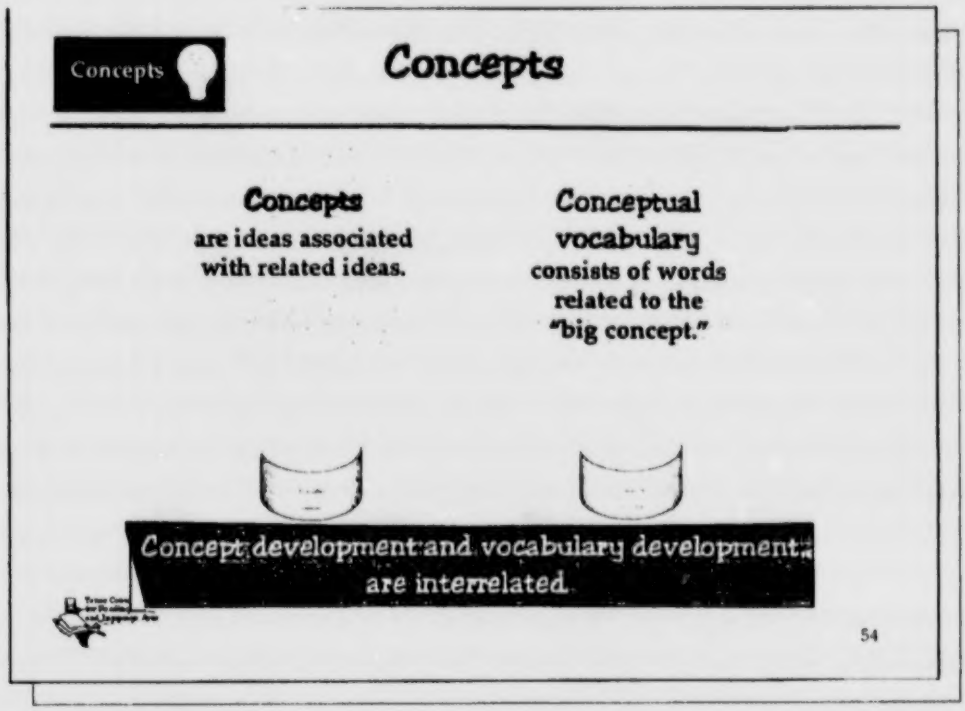
#54 Concepts



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Review the content on the transparency.

Concepts are "big ideas," and conceptual vocabulary words relate to the "big idea."

For example: "Big Idea Concept:" democracy

"Conceptual Vocabulary:" freedom of speech, liberty, right to vote

References: Readance, Bean, & Baldwin, 1998; Rubin,1995

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Strategy: Word Map

What is it? A visual representation of a definition

What does it include?

- Main class or category
- Subordinate category
- Primary properties or characteristics
- Examples
- Real world application

When can you use it? Prior to instruction on a key vocabulary word, during the lesson to reinforce key vocabulary

55

#55 Strategy: Word Map

Word Maps are excellent tools to use before students read passages to introduce key vocabulary words or to use during reading to promote comprehension. Word Maps provide graphic depictions that begin with main classes (e.g., animal, food) and progress through subordinate categories (e.g., bird, fruit) to specific examples (e.g., sparrow, apple). In addition, Word Maps allow for the delineation of various properties or characteristics of the general classes, subordinate categories, or specific examples. Thus, Word Maps allow for an examination of semantic categories that are critical for understanding a story or lesson. Further, those categories can be discussed to introduce words that will appear in the story or lesson or perhaps to discuss the power of words as enhancers of or deterrents to text comprehension.

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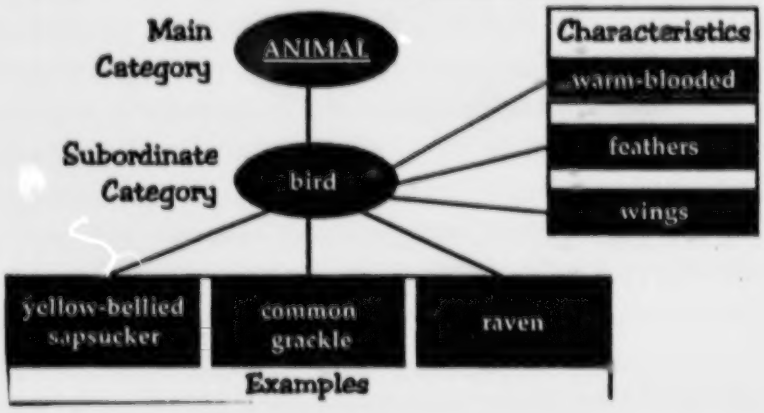
#56 Sample Word Map

Concepts

Sample Word Map



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#56 Sample Word Map

Here, an example of a Word Map is provided. As discussed previously, a word (i.e., *animal*) illustrates a main category. Its subordinate category, *bird*, is then listed, along with selected characteristics (e.g., *feathers, wings*). As can be seen, branching is used to connect characteristics graphically to the word being described. Examples of the subordinate category, in this case, *birds*, are then provided. Obviously, the examples must share similar characteristics (e.g., they all are warm-blooded animals with feathers and wings). Students should be asked to provide nonexamples as well as examples of birds. The use of Word Maps helps prepare students for the content of the upcoming story or lesson as it encourages them to expand their knowledge of semantic classes and attributes.

Refer participants to Handout #15, "Word Map," for an explanation of how to teach the use of the Word Map.

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Concepts

Strategy: Semantic Mapping

What is it? A graphic display of information that is categorized and related to a central concept. Semantic mapping taps prior knowledge and expands vocabulary

What does it include?

- Concept
- Key vocabulary

When can you use it? Prior to the lesson to activate background knowledge about the concept and related vocabulary, during the lesson to add new vocabulary to the existing map, after the lesson to revise the map

57

Review the content on the transparency.

For English language learners semantic mapping is an excellent tool for associating new concepts to students' prior knowledge. Through discussion, the students relate vocabulary to concepts and organize them in a hierarchy, which is depicted visually in a map. When English language learners encounter a word from the map in their reading, the map in its entirety will come to mind.

Refer participants to Handout #16, "Semantic Map," to explain the steps for designing a map.

Activity:

Using the 24 vocabulary words from the matching exercise (Handout #1), have participants work in small groups to develop a semantic map. Tell them that the central idea or topic is ***vocabulary****, which should be written in the center circle of the map. The 24 words are the terms related to vocabulary. Tell participants to categorize the words, develop a categorical label for each group, and develop the semantic map. Have group leaders share their maps and explain why they grouped words as they did. Then, have the participants discuss the activity of semantic mapping in terms of the need to understand (1) the word meanings and their relationships, and (2) the semantic map, well enough to be able to explain the map and the rationale for its development.*

Reference: Schifini, 1994

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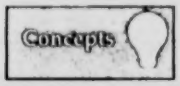

Strategy: Semantic Feature Analysis

What is it? A grid that displays information that is categorized and related to a central concept

What does it include?

- Concept
- Related vocabulary
- Features

When can you use it? During and after the lesson to determine how well students understand the features of vocabulary

58

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#58 Strategy: Semantic Feature Analysis

Review the content on the transparency.

Semantic Feature Analysis (SFA) is an instructional strategy designed to build students' vocabulary relative to specific topics of study. Semantic Feature Analysis increases the depth of students' general and specialized vocabularies by focusing on how words within conceptual categories are alike and different. Using SFA, students work cooperatively to enhance their comprehension of material to be read or to expand their knowledge of material following their readings. By exploring words related to key concepts in a story or lesson, students are more likely to develop a deeper understanding of those concepts presented in text. Semantic Feature Analysis has been used effectively at all grade levels in reading, writing, and the content areas.

This is an excellent strategy for English language learners.

Refer participants to Handout #17, "Semantic Feature Analysis" for information on how to use this strategy.

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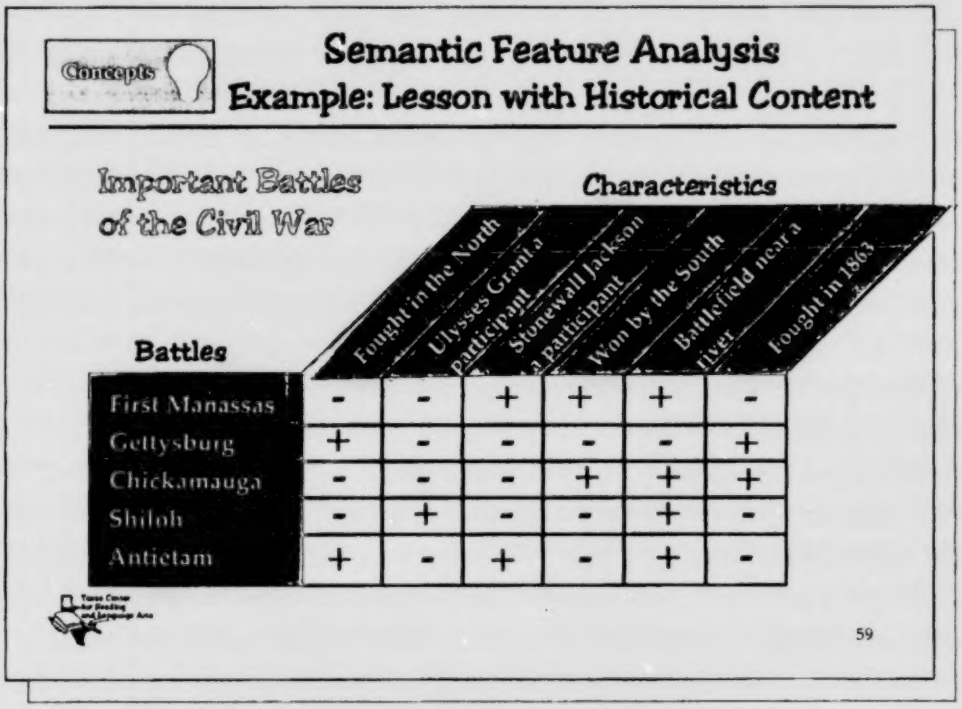
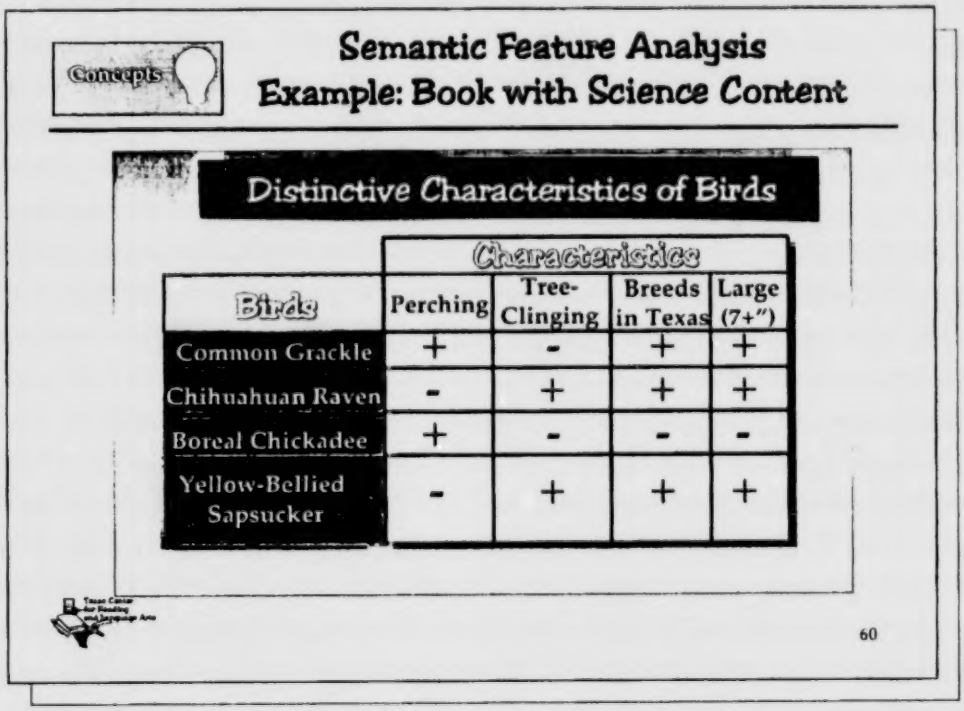
59 Semantic Feature Analysis
Example: Lesson with Historical Content


Concepts
Semantic Feature Analysis
Example: Lesson with Historical Content
Important Battles of the Civil War
Characteristics
Battles
Fought in the North
Ulysses Grant a participant
Stonewall Jackson a participant
Won by the South
Battlefield near a river
Fought in 1863
First Manassas - - + + + -
Gettysburg + - - - - +
Chickamauga - - - + + +
Shiloh - + - - + -
Antietam + - + - + -
59

59 Semantic Feature Analysis
Example: Lesson with Historical Content

Demonstrate Semantic Feature Analysis as a useful tool in reading or as part of an integrated curriculum involving content area classes (e.g., History, Social Studies) by explaining that events relating to literature (e.g., Red Badge of Courage, All the President's Men) can be depicted as having certain characteristics.

For example: Consider the occasion where students are assigned to read Stephen Crane's *Red Badge of Courage*, which takes place during the Civil War. As a prereading activity, students can discuss characteristics of significant Civil War battles. This is especially relevant if students are studying the Civil War in their History or Social Studies classes. The activity can also be used as a postreading activity wherein students expand their knowledge through further exploration. In this activity, several battles of the Civil War are depicted in rows, and characteristics of the battles are shown in columns. If a characteristic applies to a particular battle, a plus sign (+) is provided; if the characteristic does not apply, a minus sign (-) is assigned. Collaboration with content area teachers is encouraged to make the exercise relevant to other disciplines.



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#60 Semantic Feature Analysis
Example: Book with Science Content

In this example, Semantic Feature Analysis is used in an integrated Language Arts curriculum to support a science chapter on birds. The readings are a collection of Edgar Allen Poe's work which includes "The Raven." Here, characteristics of birds are listed in columns, and names of birds are listed along rows. Again, if a characteristic applies to a particular bird, a plus sign (+) is provided; if the characteristic does not apply, a minus sign (-) is assigned. Consider what other characteristics one might examine for birds (e.g., unpleasant shrill cry, pleasingly colored).

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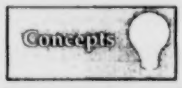

Strategy: VOCAB

What is it? A strategy for showing and explaining the relationship and connection of key vocabulary and concepts

What does it include?

- Concept
- Key vocabulary

When can you use it? During and after the lesson to determine how well students understand the relationship of key vocabulary

61

Review the content on the transparency.

VOCAB is a strategy that has been used effectively with middle and high school students to help them understand key concepts and words in a reading passage or lesson. More specifically, the strategy is intended to (a) enhance comprehension and learning of concepts, (b) assess prior knowledge, (c) integrate new learning, (d) evaluate understanding of vocabulary and concepts, and (e) introduce or review vocabulary and concepts. It is expected that use of the strategy will enhance students' comprehension of the passage or lesson by helping them understand beforehand the key concepts and specialized vocabulary that they will encounter in the lesson.

(Developed by Gail Cheever)

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Concepts

Components of VOCAB Strategy

VERIFY the key vocabulary terms and concepts to be learned and put them on individual vocabulary cards or pieces of paper.

ORGANIZE the vocabulary words into a diagram that shows the relationship of the words to each other as you understand them in context of what is being learned.

COMMUNICATE your reasoning and share your diagram with a partner and vice versa.

ASSESS the diagrams, discuss similarities and differences, compare to the teacher's point of view, and adjust your diagram with helpful ideas from your partner.

BUILD your understanding with self-testing; expand your diagram with new/related words.

Activity

62

Discuss the components of the VOCAB strategy with participants. Point out that, like all strategies, the step-by-step sequence builds toward completion of the objective, which in this case is increased understanding of words and concepts that will appear in the passage or lesson. Refer participants to Handout #18, "VOCAB," to review the procedures for this strategy.

Activity:

Tell participants to take their list of vocabulary words they generated earlier in the workshop for a topic for instruction. Ask them to take a sheet of paper and fold it into 8 squares. Have participants rip the paper into 8 separate squares and write one of their words on each of the 8 squares.

Ask participants to organize the words in any way that they think shows the relationship of the words to each other as they relate to the topic (organize) (2 minutes).

Have participants turn to a partner and explain (communicate) how and why they arranged their words. Each person should have a turn explaining (2 minutes).

Ask participants, based on the discussion with their partner (assess), to rearrange their words if they think they have a different understanding of the meaning of the words.

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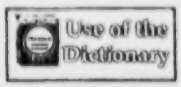
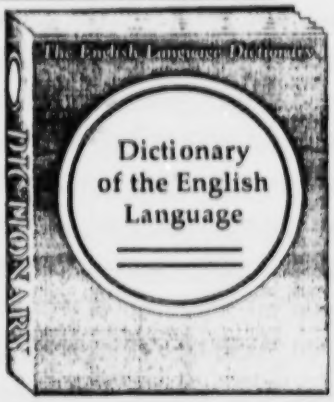


Use of the Dictionary

Most vocabulary instruction involves the use of the dictionary to identify definitions of unknown words.

Typical dictionary use includes:

1. **Looking up a word in the dictionary.**
2. **Selecting the appropriate definition from among several alternatives.**
3. **Discussing the word and its definition.**



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*Introduce the **use of the dictionary** by explaining that dictionary use is prevalent in most classes, and that students should learn how to use the dictionary as an independent word learning strategy. However, remind participants that teaching vocabulary by having students use dictionary meanings **in isolation** from other activities that promote a deeper understanding of the words does not enhance students' learning and retention of the definitions.*

Many definitions are not particularly good in helping struggling readers to understand word meaning. In many cases, students cannot read the words that comprise the definition or decide which definition, if several are presented, is the best one for the specific vocabulary word, given the subject and context.

Definitions may not always provide students with enough information to understand word meaning. Class discussions of dictionary meanings can help students come to understand word meaning.

Discussion:

Ask participants to share examples of dictionaries they have found to be easier for struggling students to read and understand. The critical piece of dictionary instruction is to have students use the dictionary entries in meaningful activities to help them comprehend word meanings.

References: Scott & Nagy, 1997; Stahl & Nagy, 2000

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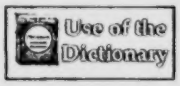

Strategy: Using Dictionary Meanings

- Have students rewrite definitions in their own words.
- Have students provide sentences using the new words.
- Present words in semantic groups.
- Provide short paragraphs with a context that shows consequences or actions related to the word. Have students select the vocabulary word that bests fits the context.

64

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#64 Strategy: Using Dictionary Meanings

Janet Allen (1999) noted that for most teachers, "Look it up in the dictionary" is a typical verbal response to a student's question, "What does ___ mean?" Many students shrug their shoulders at this response, primarily because "Look it up in the dictionary" conjures up odious images in their minds. Not only is the task less than thrilling, many students know beforehand that they may not understand the words in the definitions or will be unable to select the correct definition from among multiple choices based on the word's context in a passage. As Allen pointed out, children will often select the dictionary definition that is shortest, not necessarily the one that fits the context in which it is used. Thus, the student who does "Look it up in the dictionary" may end up no closer to the correct definition than when the word was first encountered. Still, the dictionary can be a valuable tool for vocabulary acquisition if supervised and monitored.

Listed here are several strategies that can be used to help students productively use the dictionary as a vocabulary tool.

- Students can demonstrate their understanding of the definition by rewriting it in their own words.
- Writing a sentence using the word further demonstrates an understanding of the word's meaning.
- Organizing words in semantic clusters helps identify how word meanings share similar attributes, an activity that can be helpful in writing because it allows the writer to use a variety of words to convey similar thoughts or ideas.
- Combining sentences into short paragraphs helps students use the words in contexts that are similar to those in which the words appeared originally. This is particularly important for words having multiple meanings.

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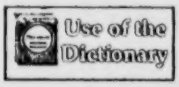
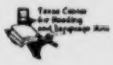


Dictionary Strategies

For the word *hermit*: People decided that the hermit wanted to be left alone. They rarely saw him, and he made no attempt to communicate with them.

- Have students create contexts that exemplify the vocabulary word. (For the word *hermit*: Describe a hermit's surroundings.)
- Have students illustrate words to show their meaning.



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#65 Dictionary Strategies

A variety of strategies can be taught to students to help them use the meanings of words to develop a deeper understanding of what the words mean. Having students create their own sentences, noting the connection between semantically similar words, and examining contextual setting are rich activities that extend the use of dictionary meanings.

Using the dictionary can be a very useful habit to develop for English language learners. Initially, you may allow them to use bilingual dictionaries, but as soon as they are more English proficient encourage the use of standard English dictionaries.

Activity:

Have participants work in small groups for 5 minutes to generate their own dictionary strategies and identify how they will integrate the critical features of vocabulary instruction with strategy instruction. For example, ***modeling*** *and* ***thinking aloud*** *are two powerful features of vocabulary instruction that can be used to teach students how to construct their own sentences using new words based on dictionary definitions. Thus, the teacher might* ***read aloud*** *the dictionary definition,* ***think aloud*** *to paraphrase the meaning of the word, and construct a sentence using the new word and the dictionary content.*

Have small groups share their ideas about strategies they will use and how they will teach them.

Reference: Allen, 1983

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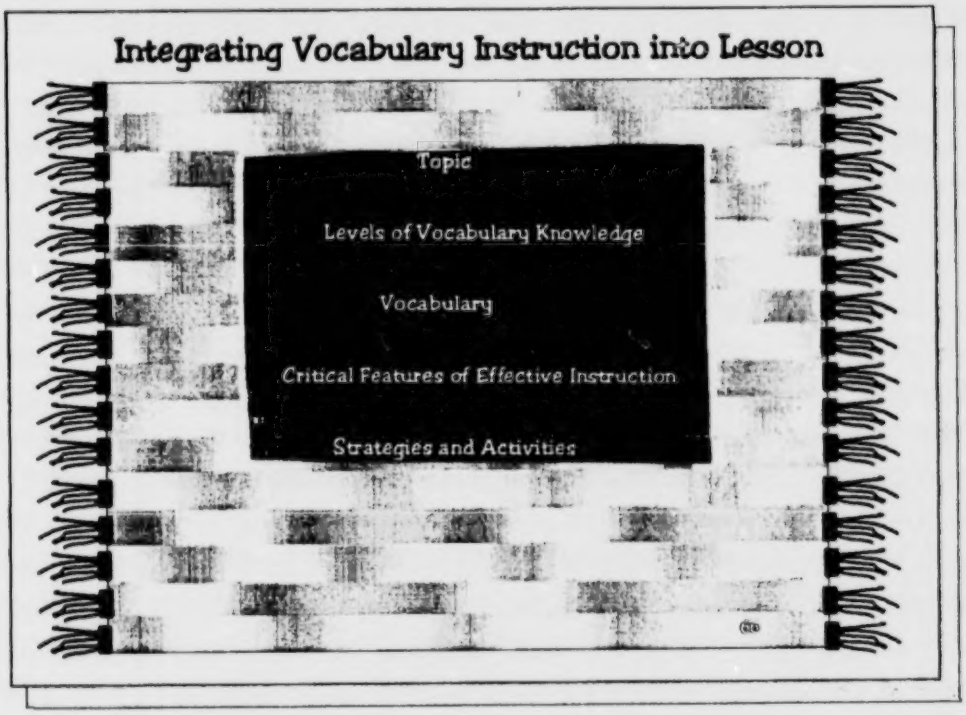
#66 Integrating Vocabulary Instruction into Lesson



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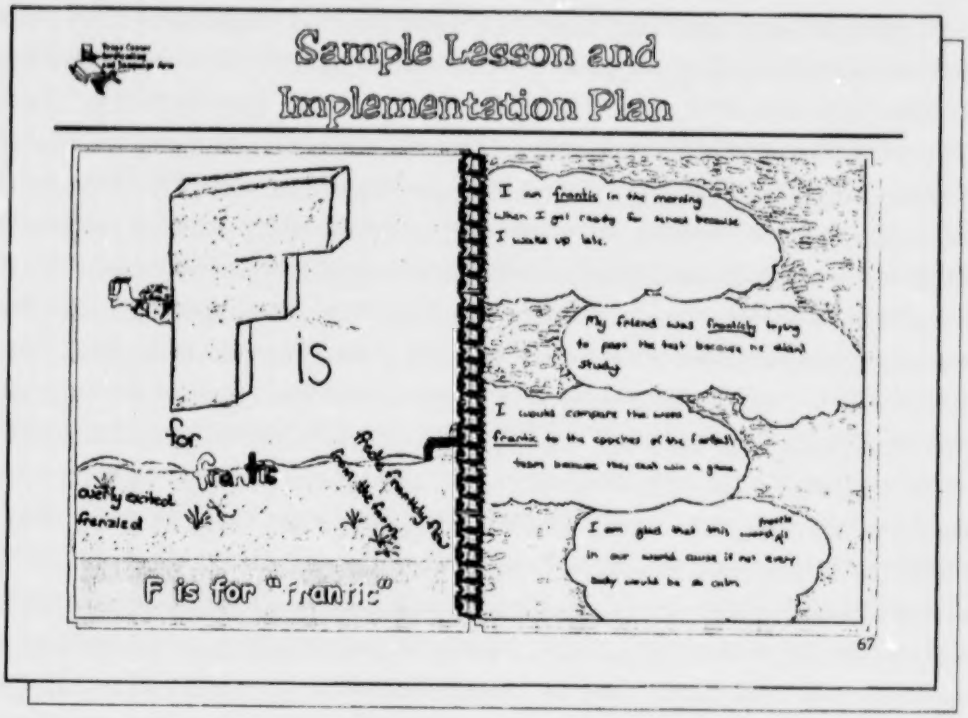
#66 Integrating Vocabulary Instruction into Lesson

Vocabulary instruction involves explicit teaching on key vocabulary words and lessons to teach strategies, such as using word maps, semantic mapping, and clunk bugs. Vocabulary instruction also involves integrating activities into instruction on a topic or novel so that students have multiple exposures to words before, during, and after instruction.

#67 Sample Lesson and Implementation Plan



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Students can learn about word associations and have opportunities to engage in activities that tap the association, comprehension, and generation levels of vocabulary instruction through the lesson.

Refer participants to Handout #19, "Student Directions for ABC Vocabulary Book." Review the procedure for having students develop their own ABC Vocabulary Books with key vocabulary words. This activity is ongoing over the course of a semester where words are added on a continuous basis.

Activity:

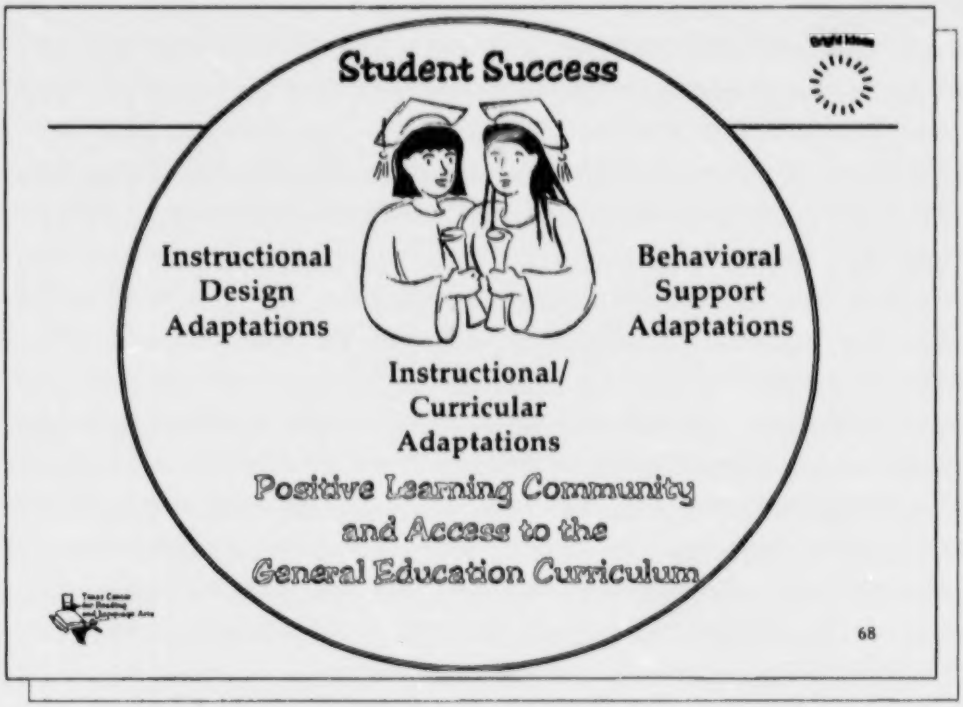
Have participants work in small groups to design a lesson that integrates the components of vocabulary instruction discussed in this workshop. Participants should discuss:

- *Topic for instruction*
- *Instructional objective*
- *List of key vocabulary (discuss how these words are chosen)*
- *The vocabulary strategy that will be used prior to the lesson to teach several key vocabulary words (include a description of the critical features of instruction that will be used)*
- *How the vocabulary lesson or strategy will be modified to accommodate students with special needs*
- *The lesson, including 2-3 vocabulary strategies that will be used*
- *How student learning will be evaluated*

Have participants share their lessons briefly with another small group of participants or the large group.

(Developed by Kristin Mainz, Covington Middle School, Austin Independent School District)

#68 Student Success



Note: *Use Transparencies 68 through 78 to give more specific information about making adaptations.*

Review the content on the transparency to remind participants of the 3 types of adaptations.

Remind participants to reflect on struggling readers and writers including students with disabilities and the adaptations required as they continue through this guide. (Have participants continue to add to the chart paper if this process is being used from earlier in the workshop.)

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#69 Instructional Design Adaptations: Know Your Students

Instructional Design Adaptations: Know Your Students

√	Plan for adaptations
√	Access resources
√	Collaborate
√	Integrate technology
√	Assess learning
√	Monitor student progress

69

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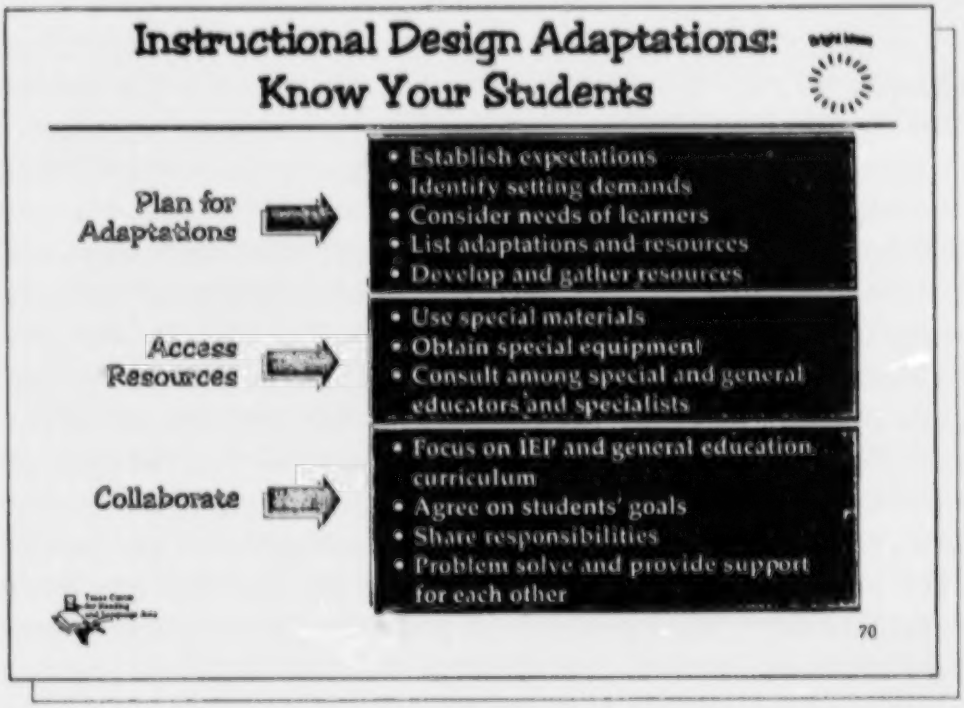
#69 Instructional Design Adaptations: Know Your Students

Review the content on the transparency to remind participants of the importance of instructional design adaptations.

- For struggling readers and writers to benefit from instruction, the teacher must plan for adaptations, access resources, collaborate, integrate technology, assess learning, and monitor student progress.

#70 Instructional Design Adaptations: Know Your Students


Instructional Design Adaptations:
Know Your Students
Plan for Adaptations
• Establish expectations
• Identify setting demands
• Consider needs of learners
• List adaptations and resources
• Develop and gather resources
Access Resources
• Use special materials
• Obtain special equipment
• Consult among special and general educators and specialists
Collaborate
• Focus on IEP and general education curriculum
• Agree on students' goals
• Share responsibilities
• Problem solve and provide support for each other
70

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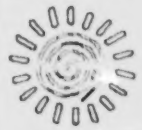
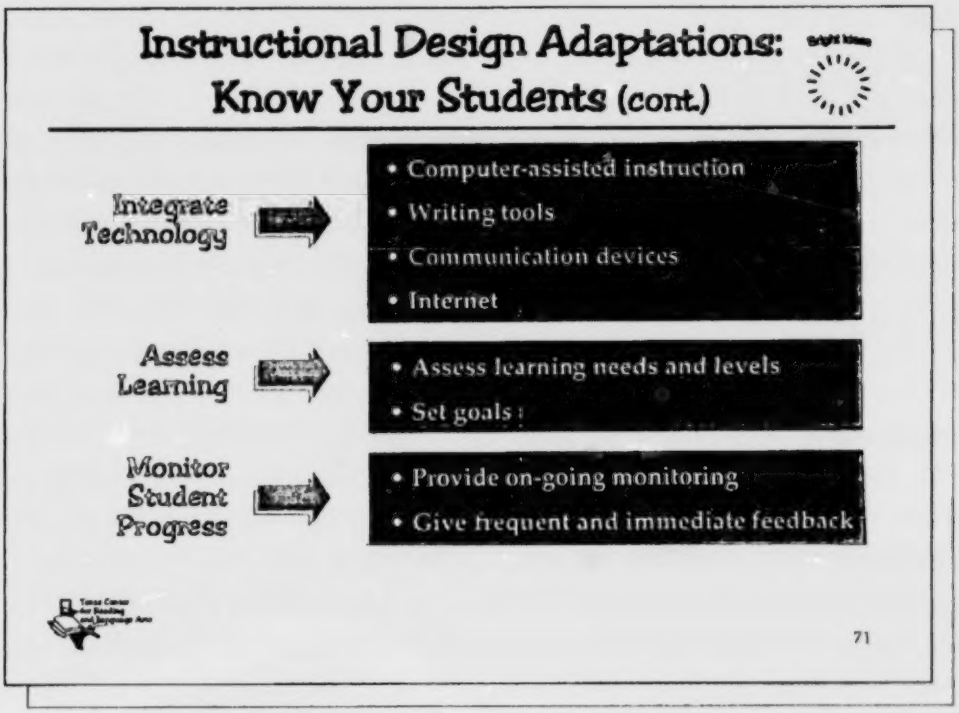


(cont.)
Review the content on the transparency to discuss how to integrate technology, assess learning, and monitor student progress. (See Handout #20 pg. 2 of 2 "Related Service Personnel," for a list of personnel resources.)

Integrate Technology

- There are a number of areas where technology could assist struggling readers and writers. Examples include computer-based reading, writing assistance, augmentative communication, access to reference materials, adaptive switches, and materials modifications.
- Computer-assisted instruction can be a powerful adaptation tool for struggling readers and writers. Teachers can use tools such as tutorial, practice, and simulation software to promote problem solving.
- Writing tools can be used in creating outlines, graphic organizers, idea webs or maps, and assisting with word processing including spelling and grammar checkers.
- Assistive devices such as auditory trainers and voice recognition programs may be needed by some struggling readers and writers in order to benefit from instruction. (See Handout #20, "Assistive Technology Devices," for list of assistive devices.)
- Reference materials for research papers and other class projects can be accessed via websites and the Internet. For students with visual impairments access to web sites and the internet can be accomplished with the assistance of the vision specialist who should know about software that promotes accessibility.

71 Instructional Design Adaptations: Know Your Students (cont.)



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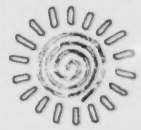

(cont.)
Review the content on the transparency to discuss how to integrate technology, assess learning, and monitor student progress. (See Handout #20, "Related Service Personnel," for a list of personnel resources.)

Integrate Technology

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Instructional and Curricular Adaptations

Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning

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Review the content on the transparency to remind participants of the examples of instructional and curricular adaptations.

For example, struggling readers and writers generally require more explicit instruction including teacher modeling using "think alouds." (See Handout #21, "Suggestions for Adaptations").

Note: *the next two transparencies give examples for two of the adaptations, "Make Learning Visible and Explicit" and "Provide Multiple Ways to Demonstrate Learning."*

Instructional and Curricular Adaptations

Make Learning Visible and Explicit

- Use modeling and "think alouds"
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues

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Review the content on the transparency to discuss strategies for making learning visible and explicit.

- Remember the common sayings:

  "A picture is worth a thousand words."

  "Modeling isn't the best way to teach, it is the only way to teach." (Albert Schweitzer)

- Research demonstrates that struggling readers and writers, including students with disabilities, learn better when taught the steps in cognitive processes (e.g., steps for finding main idea and solving math word problems).

- These students need systematic, explicit instruction in how to complete complex, cognitive processes. This type of instruction consists of modeling the steps including the thinking that occurs (i.e., "think alouds") and then having the students think aloud as they do the steps. It is also helpful to provide a written list of steps and have the students self-monitor as they complete each step.

Discussion:

Have participants provide examples that demonstrate steps and monitoring for a particular skill. For example, write the steps involved in solving a word problem or list the steps in editing a written work. Discuss how adding visual and tactile cues to auditory information help make the auditory information more visible and explicit.

Examples are:

- *When sounding out a word, have students push markers into boxes for each sound.*

- *Have students clap the words in a sentence.*

- *When lecturing, write the key words for each point on a transparency.*

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Instructional and Curricular Adaptations (cont.)

Provide Multiple Ways To Demonstrate Learning

Examples:

- Advertisement
- News release
- Web or map
- Comic strip
- Collage
- Diorama

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(cont.)

Review the content on the transparency to expand on multiple ways to demonstrate learning other than a book report.

- Struggling readers and writers may know the information, but may not be able to demonstrate effectively this learning because of their learning needs.

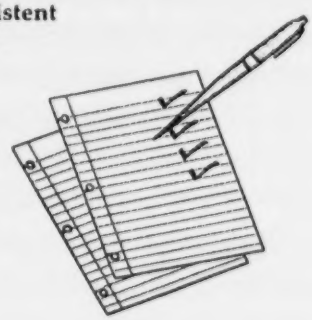
Discussion:

Have participants expand the list of alternatives to the traditional book report. Share the groups' ideas either orally or by placing them on chart paper.

Behavioral Support Adaptations

Strategies to increase appropriate student behaviors:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors



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#75 Behavioral Support Adaptations

Review the content on the transparency to remind participants of the 3 types of behavioral support adaptations.

Behavioral Support Adaptations

Provide Structure and Be Consistent

- Arrange classroom environment
- Establish clear rules, routines, and expectations
- Inform students of consequences for positive and negative behaviors
- Provide cues for transitions or changes

Use Proactive Teaching

- Gain students' attention: visual, verbal, and tactile cues
- Prevent problem behavior rather than react:
  - Catch them when they're learning
  - Catch them being good
  - Identify reasons for problem behavior
  - Modify factors eliciting problem behavior

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Review the content on the transparency to discuss two major types of behavioral support: consistent and proactive teaching.

Provide Structure and Be Consistent

- Classroom management requires structure and consistency.
  - Plan and arrange the environment. Organization enhances student attention.
  - Establish rules and expectations. Rules should be stated positively, displayed, and limited (i.e., 3 to 5). Have the class generate the rules and expectations in order to promote "buy-in."
  - Use natural and logical consequences for positive and negative behaviors (e.g., call on students who raise their hand and redirect students who speak out of turn).
  - Prepare students for transitions and change by giving frequent cues. Establish time limits for transitions.

Use Proactive Teaching

- Proactive teaching can prevent problem behaviors by getting students' attention and/or changing factors that elicit those behaviors.
- Use such techniques as gaining attention, using the student's name, greeting them at the door, and being in close proximity. Also, varying voice, providing interesting materials, and sitting at eye level to "hook" student's attention can be effective.
- Be proactive rather than reactive. Be alert to students' on-task behavior and encourage their efforts.
- Identify reasons for problem behavior. The factors which elicit problem behavior can be modified, thereby preventing the behavior. For example, if a student regularly engages in a number of avoidance behaviors (e.g., sharpening pencil, searching in desk, talking to neighbor) when a math problem solving assignment is given, it may be that the work is too difficult for the student to do independently. The teacher should determine if this assumption is correct and, if so, modify the task accordingly.
- Consult with the special education teacher to determine the behavioral support plan that may be identified in the IEP.

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Behavioral Support Adaptations (cont.)

Teach Alternative Behavior

Teach and demonstrate to students:

- Appropriate social and communication skills
- Self-monitoring strategies

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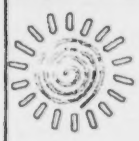


(cont.)

Review the content on the transparency to discuss the teaching of alternative behavior.

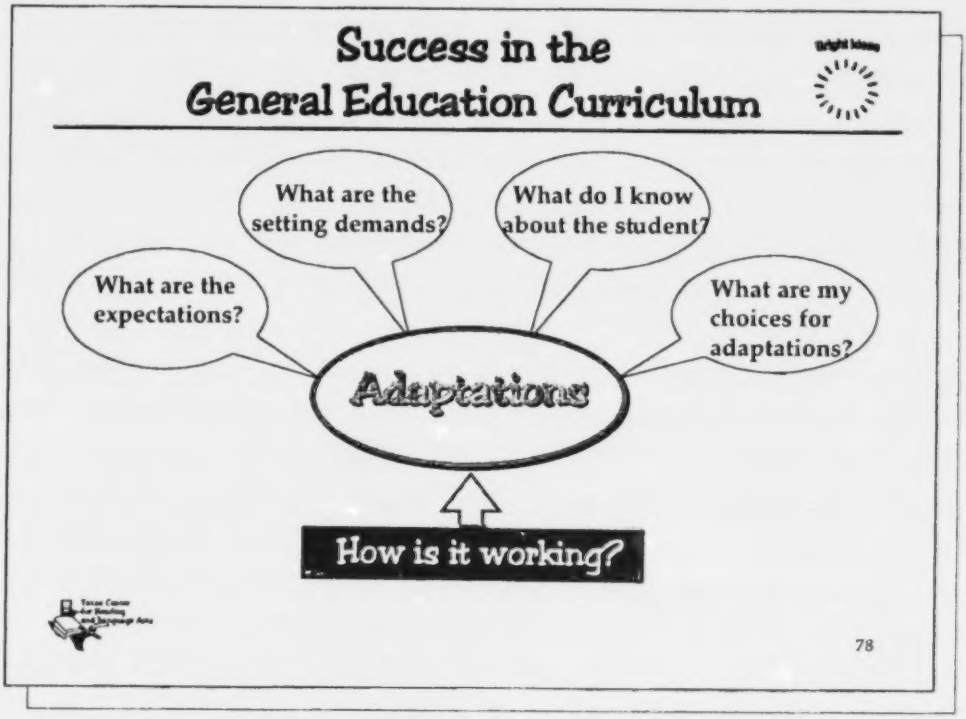
- Effective behavioral support focuses on teaching students appropriate alternative behaviors. Modeling and then having the student practice the new behavior will help build alternative positive behaviors.

Discussion:

Use the following example, your own, or elicit examples from participants. Johnny may have a tantrum because he doesn't have the skills to communicate his frustration. Teachers can replace the tantrum behavior by teaching Johnny how to communicate this frustration (e.g., "I'm trying, but it's too hard." "Don't understand. Need help?").

- Students may need to build social and communication skills (e.g., taking turns, cooperative strategies). Identify specific skills and teach them during routine activities. If students are taught using specific programs (e.g., Peacebuilders, Skillstreaming), it is important that the skills are practiced and generalized across settings. Work with the special education teacher to support the social and communication skills that are being targeted so that they generalize across classes.

- Self-regulation helps students monitor their behavior (e.g., stop-look-listen; first I do. . ., then I . . .). Use self-report point cards and checklists that reflect the students' individual goals.



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Review the content on the transparency to conclude this discussion on making adaptations for struggling readers and writers.

Discussion:

Review the 4 adaptation questions with participants. Have participants discuss how answering these 4 questions assists teachers in selecting adaptations.

- Collaboration among specialists is recommended.
- A final step in the process is to determine how the adaptation(s) is working and make adjustments accordingly. This is an important key to a student's success in the general education curriculum.

Discussion:

Encourage participants to think about the examples of adaptations already provided and other adaptations for the vocabulary strategies already discussed: (Putting self-sticking notes on chart paper activity can be continued.)

Vocabulary Matching Activity

Write the letter of the definition on the line next to the correct word.
(Hint: the correct definition will be on the same page as the vocabulary word)

___ 1.	Free Morpheme	a. relationship between words and ideas
___ 2.	Compound Word	b. a morpheme that can stand by itself
___ 3.	Root	c. combinations of root words with prefixes or suffixes or both
___ 4.	Syntax	d. an expression of the differences between persons, ideas, concepts, etc.
___ 5.	Comparison	e. an expression of the similarities between persons, ideas, concepts, etc.
___ 6.	Analogy	f. separate words that combine to form a new word
___ 7.	Derivatives	g. meaningful unit in language that occurs only when attached to words
___ 8.	Bound Morpheme	h. smallest unit of a word that can exist and retain its basic meaning
___ 9.	Semantic Clue	i. word order or position of a word within the sentence
___ 10.	Contrast	j. a clue to gain meaning
___ 11.	Connotative Meaning	k. prefixes and suffixes
___ 12.	Affix	l. emotional associations of a word that stem from individual background experiences

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___	13. Prefix	m. a letter or letters attached to the ending of a word that changes its meaning
___	14. Context Clue	n. words that have similar meanings
___	15. Suffix	o. the smallest unit of language that has meaning
___	16. Combining Forms	p. piece of information contained in the surrounding text of a particular word in the form of a synonym, antonym, definition, explanation, etc..., that helps to give meaning to the particular word
___	17. Morpheme Analysis	q. a letter or letters attached to the beginning of a word that changes its meaning
___	18. Synonyms	r. the specific meaning of a word
___	19. Antonyms	s. any word part, usually taken from another language (e.g. Greek, Latin), that can join with another word or part of a word to form a new word
___	20. Homographs	t. words that are spelled the same but have different meanings
___	21. Denotative Meaning	u. words with opposite meanings
___	22. Morpheme	v. the analysis of affixes and roots to decode words

Answers to Vocabulary Matching Activity

1. b
2. f
3. h
4. i
5. e
6. a
7. c
8. g
9. j
10. d
11. l
12. k
13. q
14. p
15. m
16. s
17. v
18. n
19. u
20. t
21. r
22. o

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Fifteen Minutes Explicit Instruction on 3-5 Key Vocabulary Words

* Teacher says words.
* Teacher provides definitions.
* Teacher tests: Student sees a word and says the definition; Student sees the definition and says the word.
* Teacher gives a sentence using the word: Student says example or not an example of a sentence for the vocabulary word.
* Student generates other examples of sentences for the vocabulary word.
* Teacher reviews words and definitions.

How Well Do I Know the Vocabulary Words?

Topic/Unit for Instruction: _____

Key Words Students Should Know:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Students	Unknown Words	Partially Known Words	Totally Known Words

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Common Greek and Latin Roots

Root	*Meaning*	*Origin*	*Examples*
aud	hear	Latin	audiophile, auditorium, audition
astro	star	Greek	astrology, astronaut, asteroid
bio	life	Greek	biography, biology
dict	speak, tell	Latin	dictate, predict, dictator
geo	earth	Greek	geology, geography
meter	measure	Greek	thermometer, barometer
min	little, small	Latin	minimum, minimal
mit, mis	send	Latin	mission, transmit, remit, missile
ped	foot	Latin	pedestrian, pedal, pedestal
phon	sound	Greek	phonograph, microphone, phoneme
port	carry	Latin	transport, portable, import
scrib, script	write	Latin	scribble, manuscript, inscription
spect	see	Latin	inspect, spectator, respect
struct	build, form	Latin	construction, destruction, instruction

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Prefixes and Suffixes

Prefixes

ante-	before, front	antechamber
anti-	against	antidepressant
co-	with, together	coworker
de-	down, remove, reduce	dethrone, devalue
	do the opposite	deactivate
dis-	opposite	distrust, distaste
en-	to cover, to cause to be	encompass, enslave
ex-	former, from	expatriate
hyper-	above, more, excessive	hyperactive, hyperventilate
hypo-	below, less	hypoactive
im-	not, in, into	impatient, implant
in-	not, in, into	incomplete, inclusion
inter-	between, together	interact
ir-	not, into	irreversible
mis-	wrong	miscalculate
non-	not	nonstop
out-	beyond, exceed	outlast, outside
pre-	before, in front of	preface, precaution
pro-	before, in front of,	proactive
re-	again, backward motion	rewind
semi-	partial	semiautomatic
sub-	under, less than	subtitle
super-	above, superior	superliner
trans-	across, beyond	transcontinental
un-	not	unlucky, unclear

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Suffixes

-able	capable of, tendency to	dependable
-age	result of action or place	breakage
-al	pertaining to	personal
-ance	changing an action to a state	hindrance
-ation	changing an action to a state	determination
-ant	one who (occupation)	accountant
-en	noting action from an adjective	harden, loosen
-ence	changing an action to a state	dependence,
-er	notes occupation	lawyer, writer
	relativity	smaller
-ful	full of	bountiful, joyful
-fy	to make	clarify
-ible	capable of, tendency to	collectible
-ish	belonging to, characteristic of	greenish
-ist	one who (occupation)	artist
-ive	changes action to characteristic or tendency	creative
-less	unable to, without	harmless, thoughtless
-ly	denotes adverbs	loudly, friendly
-ment	result of an action (noun)	entertainment, excitement
-ness	quality, state of being	happiness, deafness
-or	notes occupation of person	actor
-ous	full of, having	victorious, harmonious
-some	quality or state	bothersome
-tion	changing an action to a state	adaptation
-ward	turning to	homeward,
-y	characterized by, inclined to	dirty, sleepy

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Morphemic Analysis

Objective:
The student will divide a vocabulary word into morphemes, identify the meaning of each part, and make a sentence using the word.

Materials:
Steps for Morphemic Analysis of Word Parts Student handout; Morphemic Analysis of Word Parts Map; key multisyllabic vocabulary words that contain prefixes and suffixes (some of which are Greek and Latin derivatives)

Procedure:
1. The teacher identifies the vocabulary word to be divided.
2. The teacher models how to divide the word into morphemes.
3. The teacher completes the Morphemic Analysis of Word Parts Map transparency while "thinking aloud" the steps of morphemic analysis.
4. The teacher gives each pair of students a map to complete for another vocabulary word.
5. The teacher asks students to share their maps.

Evaluation:
Students generate maps by dividing words and giving their meanings correctly. Sentences make sense.

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Morphemic Analysis of Word Parts

Student Handout

- Divide the unknown word into meaningful parts morphemes).
- Think about the meaning of each word part.
- Combine the meanings of the word parts to form the meaning of the unknown word.
- Make a sentence using the word.

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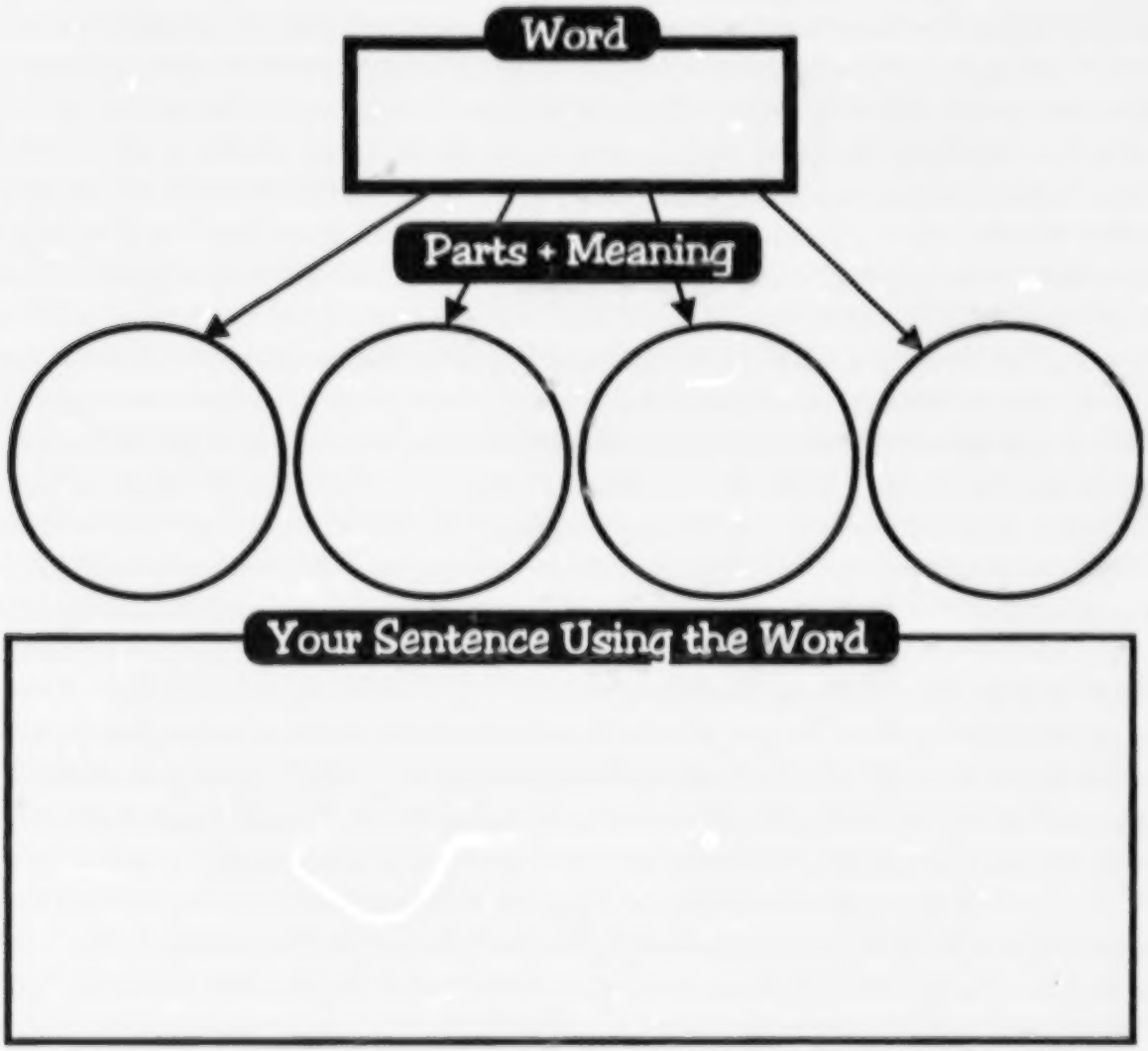
Morphemic Analysis of Word Parts Map



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Word Building

Objective:
The student will create words correctly using root words, prefixes, and suffixes and make a sentence that uses the word accurately.

Materials:
From novels or units to be studied, vocabulary words that contain prefixes and/or suffixes (some of which are Greek and Latin derivatives); three envelopes: one with cards containing root words, one with prefixes, and one with suffixes; posterboard containing selected list of prefixes and suffixes (next to those from Greek and Latin language); Word Building: Student Words handout

Procedure:
1. The teacher tells students that they are going to work in small groups to play the "word building" game. The game involves building multisyllabic words using root words, prefixes, and suffixes, then developing sentences for the new words.
2. The teacher reviews quickly the short list of prefixes and suffixes and their meanings on the posterboard.
3. In small groups, students are given envelope #1 that contains cards with root words, envelope #2 that contains prefixes, and envelope #3 that contains suffixes.
4. The students select a root word, prefix, and/or suffix to make a word they know. They can refer to the posterboard for assistance to remember the meanings of prefixes and suffixes.
5. The students write a sentence using each newly created word.
6. The teacher posts the newly created words on the Wall of Words in the classroom for future reference by students as they read novels or complete assignments.

Evaluation:
Students create words and sentences that make sense.

Word Building: Student Words

1. Select a card with a root word from envelope #1. Write it on the line.
2. Select a card with a prefix from envelope #2. Write it on the line before the root word if it makes sense.
3. Select a card with a suffix from envelope #3. Write it on the line after the root word if it makes sense.
4. Make a sentence for each new word.

Prefix	Root	Suffix
1._____	_____	_____
_____		
2._____	_____	_____
_____		
3._____	_____	_____
_____		
4._____	_____	_____
_____		
5._____	_____	_____
_____		

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Word Association Map

Objective:
The student will create a word association map for key vocabulary chosen for instruction.

Materials:
Word Association Map Worksheet; key vocabulary words

Procedure:
1. The teacher identifies the key vocabulary words to be taught.
2. The teacher models how to use a word association map.
3. The teacher writes the first key vocabulary word in the center of the map.
4. The teacher asks students to form small groups and to use a dictionary of synonyms and antonyms to complete the shapes on the map.
5. The students share their maps with the class.
6. The teacher works with the whole class to develop an analogy for each word using the synonyms and antonyms already generated by the students.

Evaluation:
Students generate word association maps that contain appropriate information for synonyms, antonyms, and analogies.

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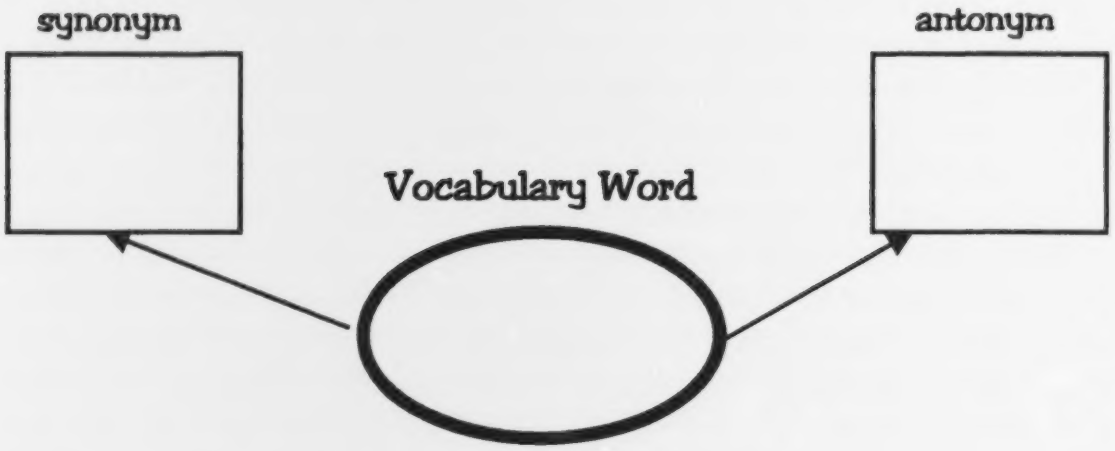
Word Association Map Worksheet



Analogy

Illustrate and Associate

Objective:
The student will create visual and linguistic associations for vocabulary words.

Materials:
Vocabulary words that can be represented visually; Illustrate and Associate Worksheet

Procedure:
1. The teacher selects a key vocabulary word and writes it in the top left-hand box of the worksheet.
2. In the bottom left-hand box, the teacher writes a brief definition of the word, explaining that it is a short definition of the key word.
3. In the top right-hand box, the teacher draws a picture to illustrate the meaning of the word and explains that the picture is a way to help remember the meaning of the word.
4. In the bottom right-hand box, the teacher writes an antonym or nonexample (if the word has no antonym) and explains that the antonym is the opposite of the word, or that the nonexample tells what the word does not mean. The nonexample can be something that is personal to the student.
5. The teacher writes a sentence that is personally meaningful using the word.
6. The students work in pairs or small groups to complete the same activity for the next vocabulary word.
7. The students can make posters of their words, share their worksheets, or create a Jeopardy-type game with the words.

Evaluation:
Students define the words successfully on a quiz or in a group project.

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Illustrate and Associate Worksheet

Name _____

Vocabulary Word	Picture of Word
Brief Definition	Antonym or Nonexample
Create your personal sentence.	

Keyword Method

Objective:
The student will recode, relate, and retrieve key vocabulary words.

Recode: thinking of a familiar, similar sounding word (keyword) for the new unfamiliar vocabulary word

Relate: associating the keyword to the definition meaning by forming a visual image

Retrieve: thinking back to the keyword and the visual image to identify the vocabulary word and its meaning

Materials:
Vocabulary words; Keyword Method Worksheet

Procedure:
1. The teacher models how to recode a key vocabulary word to be taught.
2. The teacher models how to relate the word.
3. The teacher models using "think aloud" to retrieve the meaning of the vocabulary word using the keyword.
4. The teacher asks students to work in pairs to complete the Keyword Method Worksheet for each new vocabulary word.
5. The students share their keywords with the class.

Evaluation:
Students generate keywords and can state the meaning of new vocabulary words using the keyword method.

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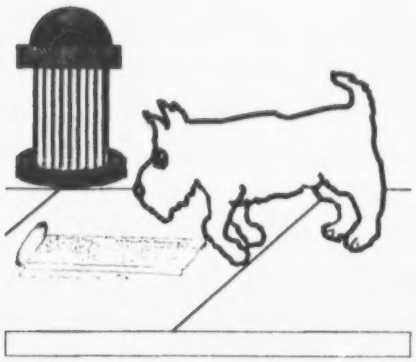
Keyword Method Worksheet

Vocabulary Word: _____

Recode

Relate

Retrieve



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Contextual Analysis

Objective:
The student will use types of context clues to figure out the meaning of vocabulary words.

Materials:
Vocabulary words; contextual sentences for each vocabulary word using the types of context clues (definition, description, contrast, comparison, synonym)

Procedure:
A. Preparation:
1. Select several vocabulary words.
   - Identify key vocabulary for understanding the topic or important concepts.
2. Develop a context for each word.
   - Select a type of context clue.
   - Using the vocabulary word, write a sentence or sentences that illustrates a type of context clue. For example, "Comparison" might be used as one type of context clue for one of the vocabulary words. "Description" might be chosen as another type of context clue for a different vocabulary word, and so forth until each vocabulary word is represented.
3. Make context clues sentence strips.
   - Write one context clue type on each sentence strip.
   - Provide an explanation and example on the sentence strip for each context clue type.

B. Instruction:
4. Present the vocabulary words in isolation.
   - Ask for definitions of the words.
   - Write the words and the students' definitions on the chalkboard.
   - Ask for explanations for how definitions were derived.

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For example, a student might use word parts to figure out the meaning of a word.

5. Present the context clues.
   - Review each context clue type, its explanation, and example.
   - Display the sentence strips for student reference.
6. Present the vocabulary words in context.
   - Use the context for each vocabulary word developed under #2.
   - Have students work in pairs to analyze the context to figure out the meaning of each vocabulary word.
   - Ask students to record their definitions for each word.
   - Ask students to define the vocabulary words and to explain how they used context clues to figure out the meaning.
   - Ask students to identify which type of context clue they used for each vocabulary word.
   - Have students compare their definitions from context to their definitions in isolation (#3).
7. Check the dictionary.
   - Have students look up and read definitions for the vocabulary words in the dictionary.
   - Have students explain how the dictionary definition fits with their definition from context clues.

Evaluation:
Using their own words, students write the definitions of the words.

Clunk Bug

Objective:
The students will use the "clunk bug" to write definitions of words in their own words.

Materials:
Vocabulary words that are defined in context using the "definition" type of context clue, "clunk bugs" for each student

Procedure:
A. Preparation:
1. Select several vocabulary words.
   - Identify words that are defined in context using the "definition" type of context clue.
2. Prepare a list of signal words or punctuation.
   - Select words or punctuation that indicate a vocabulary word is going to be defined in context.
   - Signal words include: "is," "means," "i.e.," "that is"
   - Signal punctuation includes: a dash, a comma

B. Instruction:
3. Have students read the sentence with the vocabulary word and write the vocabulary word on the back of the "clunk bug."
4. Have the students identify key words in the sentence and write one word on each of the "clunk bug's" legs.
5. Have the students use the words on the legs and write the definition of the vocabulary word in their own words.
6. Have students refer to the dictionary or the glossary in the textbook to verify their answers.

Evaluation:
Using their own words, students write the definitions of the words.

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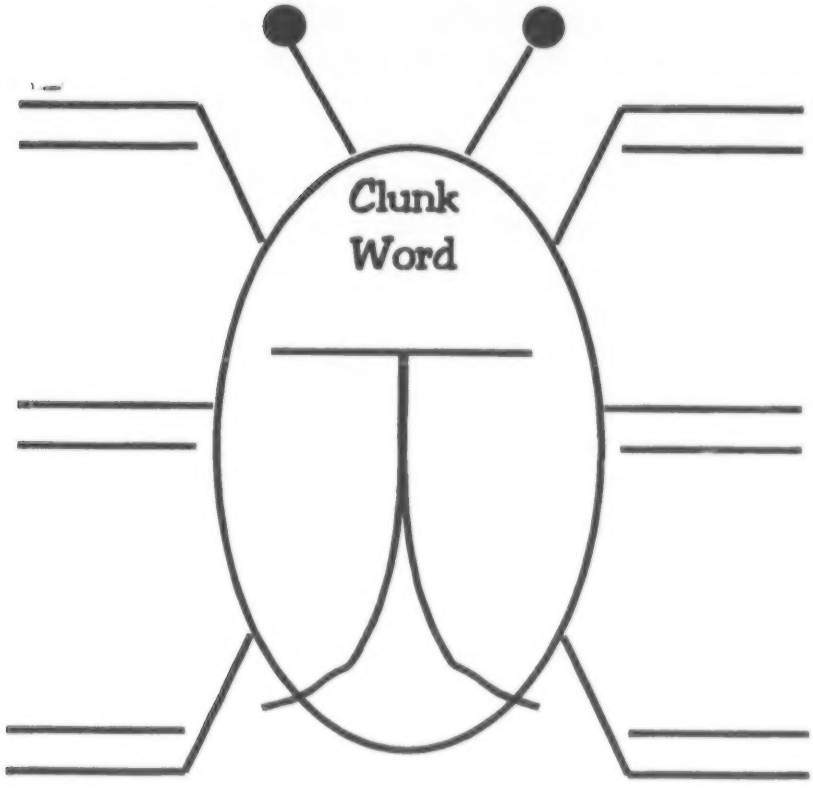
Clunk Bug Worksheet



Definition:

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What Kind of Character Is He, Anyway?

Connotation and Secondary Level Literature

Let's Look at **Villains**!!
The Great Predicament: Using A Thesaurus

1. **Discuss with students:**
   Is Mr. Hyde really a **villain**? Is Simon Legree? Is Grandpa Trenker? Is Brint? Is Cassius? Is the Doctor? Is Mark?
   How can you be sure he's not just a regular bad guy? Maybe **villain** is too strong a word. Write down his characteristics as the author described him. The author helps you decide what term to use for the bad guy or antagonist in a piece of literature. Does a villain do something bad one time, or he is mean and bad all of the time throughout his life? If a person does something bad one time, does that make him a scoundrel or worker of iniquity?

2. **Look in the dictionary:**
   In the dictionary, the synonyms given for **villain** include knave, rascal, rapscallion, rogue, scamp, cruel malicious person, outrageously bad person, vile person, objectionable person, and unpleasant person.

3. **Look in the thesaurus:**
   The thesaurus includes these: bad person, wrongdoer, worker of iniquity, evildoer, sinner, transgressor, scoundrel, devil incarnate, black sheep, viper, serpent, demon, monster, castaway, prodigal reprobate, blackguard, sneak, culprit, delinquent, malefactor, criminal, felon, convict, outlaw

4. **Assign each group of students a piece of literature previously studied.**
   Some possibilities include:
   Dr. Jekyll and Mr. Hyde (Stevenson), *Uncle Tom's Cabin* (Stowe), *Gentlehands* (M.E. Kerr), *I Am the Cheese* (Cormier), *Julius Caesar* (Shakespeare), *The Pearl* (Steinbeck), and *Killing Mr. Griffin* (Lois Duncan).

5. **Use a dictionary:**
   (unabridged is better) to supplement the context of the literature; decide to what "degree" your character is a villain.

Using the thesaurus and the context help students choose more precise, accurate words in speaking and writing. Teachers can point out the rich use of language by writers to describe characters in fiction or in biographies. Most writers choose the most precise words to give readers a very clear picture.

References: The Random House Dictionary of the English Language, Unabridged, 2nd edition; Roget's Pocket Thesaurus.

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Word Map

Objective:
The student will create a word map on key vocabulary words for the lesson.

Materials: Word Map Worksheet; key vocabulary words

Procedure:
1. The teacher identifies key vocabulary words to be taught.
2. The teacher models how to generate a word map.
3. Students work in pairs to complete a word map on designated key vocabulary words.
4. Students share word maps with the entire class.

Evaluation:
Students generate word maps that contain appropriate information for category, properties, examples, and real world applications.

Students can state in their own words the meaning of the key vocabulary words.

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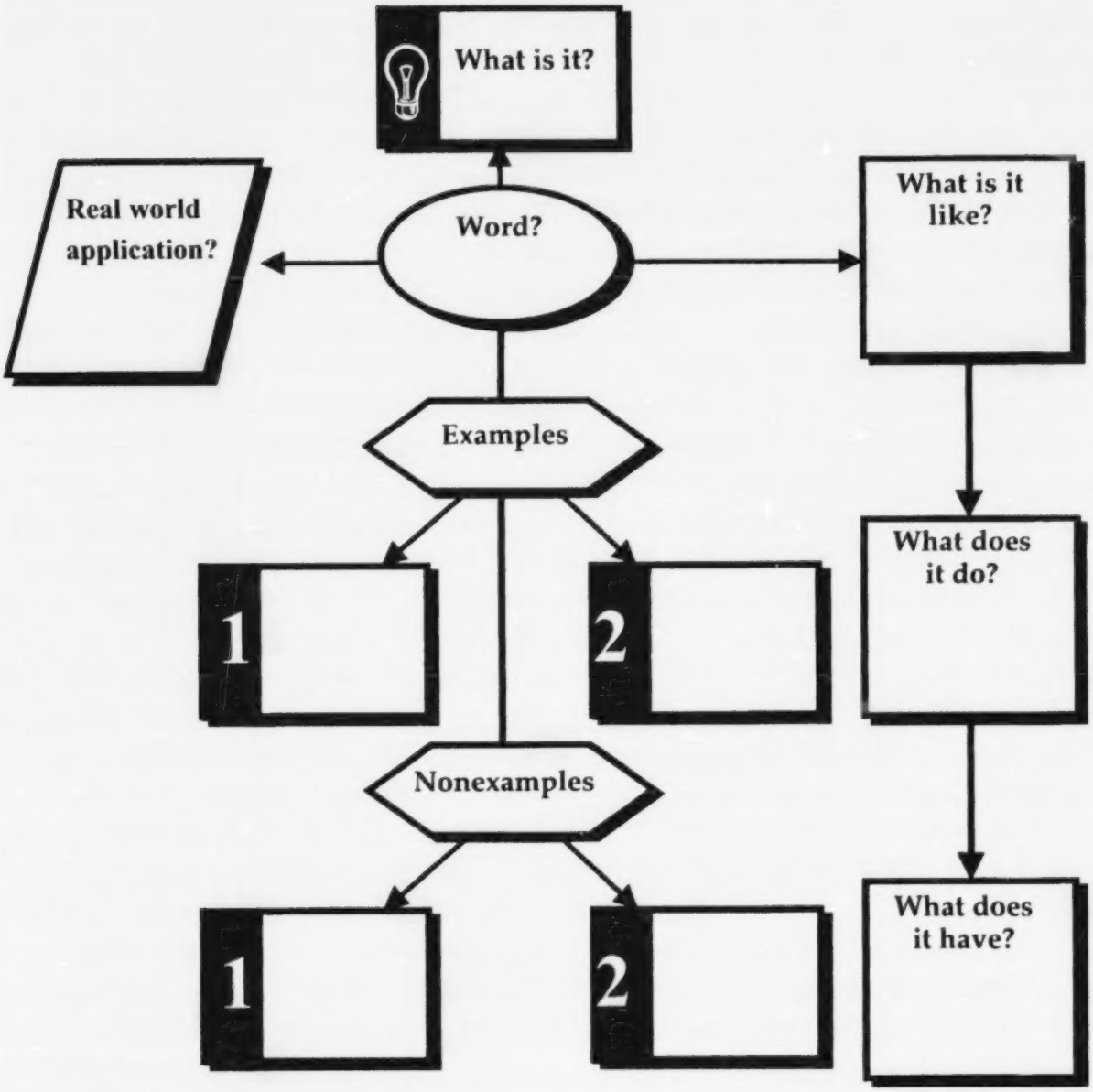
Word Map Worksheet



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Semantic Map

Objective:
The student will create a semantic map for a concept in the lesson.

Materials:
Semantic Mapping handout; concept

Procedure:
1. The teacher identifies the concept to be taught.
2. The teacher models how to develop a semantic map.
3. The teacher writes the concept (the big idea) on the chalkboard or overhead transparency.
4. The teacher asks students to think of words (the little ideas) that are related to or associated with the concept.
5. The teacher writes these words and groups them into categories.
6. The teacher has students label each category.
7. Students work in pairs or small groups to construct a semantic map on a designated concept.
8. Students share word maps with the entire class.
9. The teacher concludes the session with a discussion of the concept, the related vocabulary words, categories, and the interrelationships among these words.

Evaluation:
Students generate semantic maps that contain appropriate information for categories and subcategories.

Students can explain in their own words the meaning of the concept and relate key vocabulary words.

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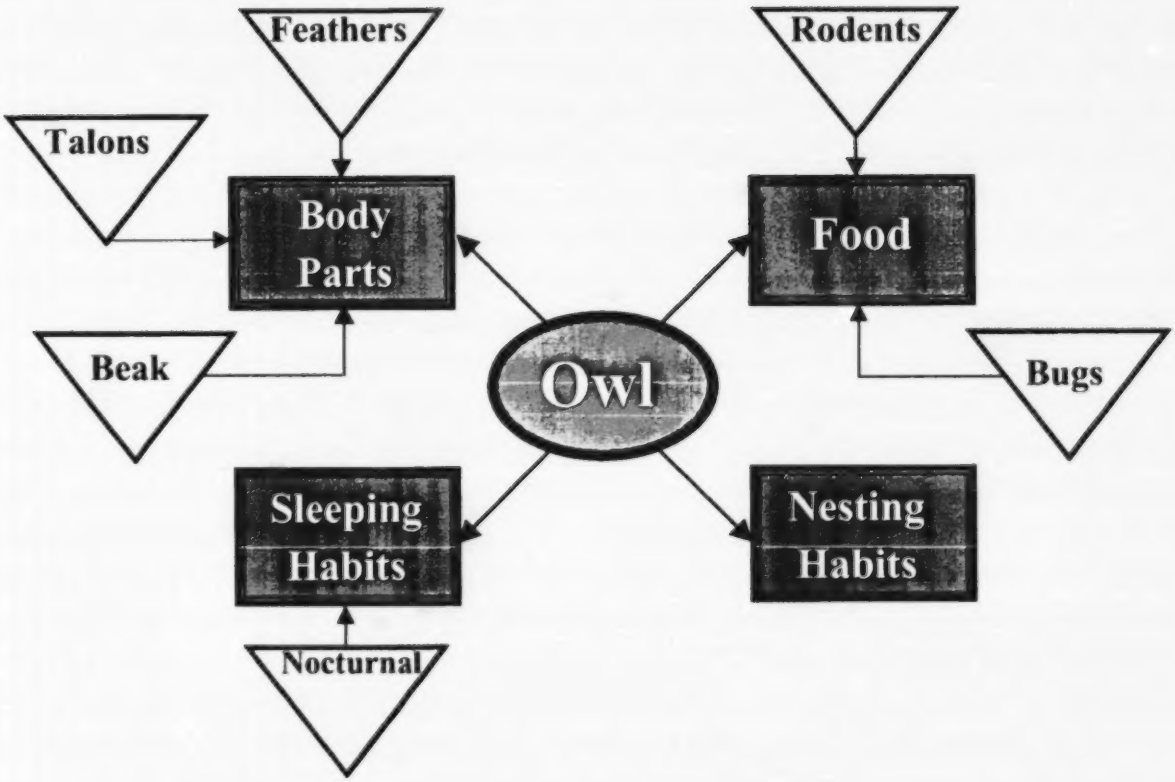
Semantic Mapping Example

Expository Text



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(Adapted from Bryant et al., 1999)

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Semantic Feature Analysis

Objective:
The student will create a semantic feature analysis grid for a concept and related vocabulary in the lesson.

Materials:
Semantic Feature Analysis Grid handout; concept; related vocabulary; features

Procedure:
1. The teacher identifies the concept to be taught.
2. The teacher models how to develop a semantic feature analysis grid.
3. The teacher writes the concept next to the grid on the overhead transparency.
4. The teacher lists the related vocabulary down the left-hand column and the features across the top row.
5. The teacher reviews each vocabulary word and asks if it contains the features; if yes, then students put a + in the corresponding box, if no, they put a – in the box.
6. The teacher asks students to explain why they chose to put + or – in the box.
7. Students work in pairs or small groups to construct a semantic feature analysis grid on a designated concept and related vocabulary.
8. Students share their grids with the entire class.
9. The teacher concludes the session with a discussion of the concept, the related vocabulary words, and the features.

Evaluation:
Students generate semantic feature analysis grids that contain + and – for each vocabulary word and can explain their reasons for assigning a + or -.

Students can explain in their own words the meaning of the concept and related key vocabulary.

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Semantic Feature Analysis Grid Example

Distinctive Characteristics of Birds

Birds	Characteristics			
	Perching	Tree-Clinging	Breeds in Texas	Large (7+")
Common Grackle	+	-	+	+
Chihuahuan Raven	-	+	+	+
Boreal Chickadee	+	-	-	-
Yellow-Bellied Sapsucker	-	+	+	+

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Semantic Feature Analysis Grid Worksheet

	Characteristics			
Concept:				

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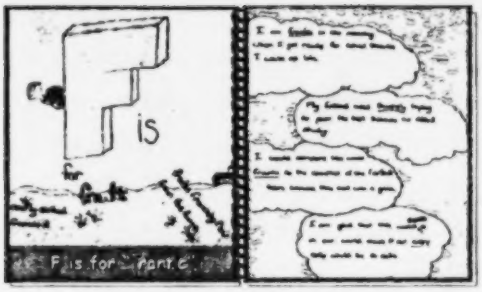
VOCAB

Objective:
The student will use the VOCAB strategy to explain the relationship of the vocabulary and concept.

Materials:
Concept; vocabulary words on a transparency; slips of paper

Procedure:
1. The teacher tells students the concept they are studying.
2. The teacher asks students to take a sheet of paper and fold it into 8 squares (3 folds). Students should rip the paper into 8 separate squares and write one vocabulary word on each of the 8 squares.
3. The teacher asks students to organize the words in any way that they think shows the relationship of the words to each other (organize) (2 minutes).
4. The teacher has students turn to a partner and explain (communicate) how and why they arranged their words. Each person should have a turn explaining (2 minutes).
5. The teacher asks students, based on the discussion with their partner (assess), to rearrange their words if they think they have a different understanding of the meaning of the words.
6. The teacher circulates among pairs and monitors student discussions.
7. The teacher can ask several students to share their arrangements with the class.

Evaluation:
Students generate arrangements and can provide reasonable explanations for their arrangements that demonstrate accurate understanding of the vocabulary words.



Student Directions for ABC Vocabulary Book

Procedures for having students develop their own ABC Vocabulary Book with key vocabulary words.

1. Choose only one vocabulary word for this project.

2. On the front side of the paper is the first letter of the word, the word, and the definition of the word. Second, on the front you will find the word used in your reading, copy down the exact quote that your word appears in OR write a sentence using alliteration and your word.

3. On the back side of the paper there are 4 items to write about in regards to the word:

   a) Make a personal connection with what your word represents. Does it make you think of anything personal? Write a sentence using the word and yourself.

   b) Apply the word to how other people use your word; write a sentence with the word.

   c) Compare and contrast the word to something else or somebody else. For example, compare the word practice to the Dallas Cowboys, because they practice every day to get better at playing professional football.

   d) Make a judgment about your word. Give your reaction to what the word represents. Do we need this word in the world? What would our world be like without it? Example: In this world we need the word practice, without it there would be no one practicing at things to get better at them.

This activity is ongoing over the course of a semester where words are added on a continuous basis.

(Developed by Kristin Mainz, Covington Middle School, Austin Independent School District)

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Assistive Technology Devices

LISTED ITEMS
Cassette recorders
Audio taped instructions or books
Pencil grips
NCR paper/Copy machine
Adaptive switches
Head pointers
Picture boards
Optical character recognition software/scanner
Voice recognition software and peripherals
Speech synthesizers
Word processors with spelling and grammar checking
Augmentative communication devices
Alternative keyboards
Instructional software
Word prediction programs
Calculator
Spellcheckers
FM systems and hearing aids
Magnifying devices

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Related Service Personnel

Specialist	Possible duties
Speech Language Pathologist	Helps students with speech and language disorders; conducts speech and language evaluation.
Vision Educator	Assesses student's visual skills to determine eligibility; procures adaptive material; trains students in specific adaptive skills; provides teacher, agency, parent consultation/ coordination.
Audiologist	Assesses hearing loss and auditory problems; provides auditory training; supports assistive technology.
Licensed Physical Therapist (LPT) Licensed Physical Therapist Aides (LPT Aides)	Implements postural and gross motor interventions.
Occupational Therapist	Directs activities that improve fine motor muscular control and develop self-help skills.
School Psychologist	Evaluates individual student learning abilities; provides behavioral interventions.
Rehabilitation Counselor	Facilitates transition planning and evaluation of older students; specializes in the assessment of work potential and training needs of students.
Nurse	Coordinates medical screening; provides for medical needs (e.g., medication).
Social Worker	Collects information from the family; provides social and educational histories; conducts case studies.
Behavior Specialist	Designs behavior interventions; conducts functional assessments.
Orientation and Mobility Specialist (O&M)	Teaches students with visually impairments the skills needed to travel safely, efficiently, and independently.
Deaf/ Hard-of-Hearing Educator	Assesses impact of hearing loss on progress in the curriculum; procures and adapts materials to accommodate language level; provides direct instruction to hard-of-hearing students, and to other educators in strategies for communication and adapting curriculum.
Inclusion Teacher	Provides instruction to and supports students with special needs in general education classrooms using co-teaching and/or consultation.
Transition Specialist/Job Developer	Facilitates transitioning students with special needs from school-to-work or post-secondary setting; provides job training.
504 Coordinator	Coordinates and monitors 504 plans developed under Vocational Rehabilitation Act of 1974.

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Suggestions for Adaptations

Presentation Techniques	Practice Techniques	Assignments/Tests
• Make learning visible and explicit • Use modeling • Use clear, simple directions • Adjust pacing • Highlight key information • Reduce amount of information/skills taught • Check frequently for understanding • Use study guides, semantic maps, graphic organizers • Activate background knowledge • Allow alternative ways to demonstrate learning	• Use peer and cross-age tutoring • Use cooperative learning • Use games • Use manipulatives • Use more frequent practice on less information/skills • Use computer programs • Ensure mastery before moving onto next skill • Provide additional practice • Provide a variety of practice opportunities (e.g., manipulative, problem solving, explanations)	• Reduce assignment/test (only what is necessary to demonstrate mastery) • Allow alternative ways to demonstrate learning • Use cooperative projects • Provide extra time • Divide projects into steps with students submitting and receiving feedback for each step • Use individual contract • Break assignments into smaller chunks, students complete one chunk, get feedback, and complete next chunk • Use alternative exam formats (e.g., oral exam, objective rather than essay)
Textbooks/Materials	**Content**	**Behavior/Classroom Management**
• Highlight key points/concepts • Provide books on tape with study guides • Reduce amount of reading • Use shared reading or peers to read to student • Provide study guides • Highlight directions • Use high interest/controlled vocabulary books • Use trade/textbooks written at various levels	• Use task analysis to divide task into smaller steps • Identify and check to see if students have prerequisite skills • Teach the vocabulary of instruction (e.g., direction words) • Teach technical vocabulary • Relate concepts to each other using organizers such as semantic maps	• Be consistent and provide structure • Establish clear rules, routines, and expectations • Inform students of consequences • Use logical consequences • Recognize and reinforce appropriate behavior and learning • Teach alternative behaviors for inappropriate behaviors • Check that work is at the students' instructional levels

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Enhancing Vocabulary Instruction for Secondary Students

Notes

Objectives

Participants will be able to:

1. Discuss ways in which vocabulary is developed.
2. Explain important features of vocabulary instruction.
3. Explain strategies for teaching vocabulary to secondary students.
4. Develop a lesson that integrates critical features of effective vocabulary instruction and vocabulary strategies.

Activity

Notes

Notes

Facts about Vocabulary Development

Good readers learn words by the thousands.

- Students aged 5-6 know between 2,500 – 5,000 words.
- Students learn an estimated 3,000 words per year during their early school years.
- Students must learn the meaning of about 8 new words a day to accomplish this growth.
- There are over 88,500 distinct word families in printed English material in Grades 3 through 9.
- Students learn word meanings incidentally through exposure to oral language and written text.
- 25-50 % of annual vocabulary growth can be attributed to incidental learning.

4

Notes

What comprises reading vocabulary?

Function words are common words (e.g., *are, that, to*).

- About 100 function words account for 50% of words in written English.

Content words are nouns, verbs, adjectives, and adverbs.

- Content words can be either concrete or abstract.

Concrete words can be taught using an object or showing a picture.

Abstract words can be taught using examples and nonexamples.

5

Notes

What comprises content area reading vocabulary?

General vocabulary refers to words that are not directly associated with words specific to a content area.

Technical vocabulary refers to words that are associated with a specific content area subject or topic.

Vocabulary development may entail learning a new concept and the words associated with the concept.

Activity

6

Notes

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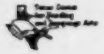
What are the goals of reading vocabulary instruction?

Activity

- √ Enhance students' ability to use complex language
- √ Expand students' repertoire of new words
- √ Help students connect new words to existing knowledge
- √ Enhance students' ability to understand text
- √ Facilitate students' application of word knowledge across contexts
- √ Increase students' word knowledge to facilitate their reading comprehension and academic success



Notes

What are the levels of word knowledge processing?

Association processing level:
Words are linked to synonyms, definitions, or contexts.

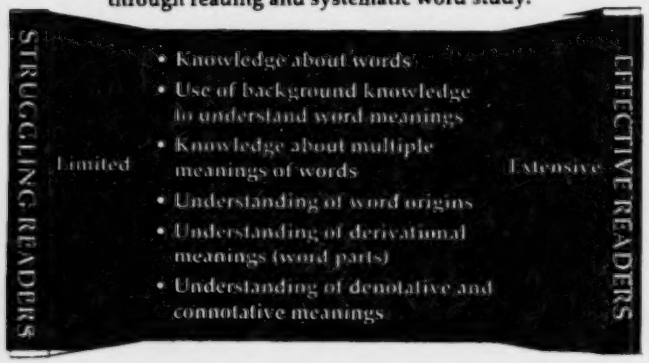
Comprehension processing level:
Knowledge of word associations is used to categorize words, complete sentences, or generate multiple meanings for words.

Generation processing level:
Word comprehension is expanded by generating discussion or completing activities, such as making up sentences using the words, restating the definition, making connections between new and prior knowledge, or applying word meanings across contexts.

Notes

Characteristics of Effective and Struggling Readers

Texas Essential Knowledge and Skills:
The student acquires an extensive vocabulary through reading and systematic word study.


STRUGGLING READERS
Limited
• Knowledge about words
• Use of background knowledge to understand word meanings
• Knowledge about multiple meanings of words
• Understanding of word origins
• Understanding of derivational meanings (word parts)
• Understanding of denotative and connotative meanings
Extensive
EFFECTIVE READERS

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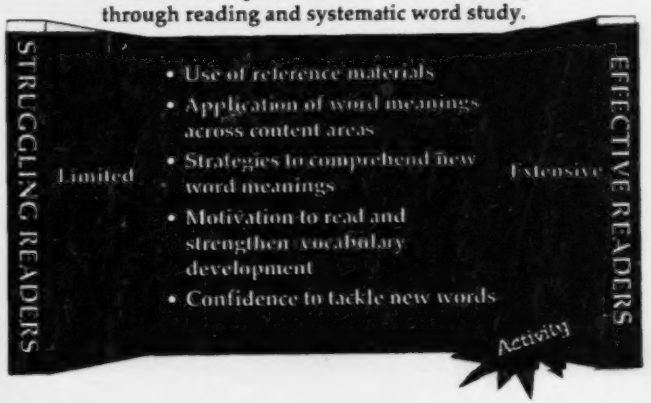
Notes

Characteristics of Effective and Struggling Readers (cont.)

Texas Essential Knowledge and Skills:
The student acquires an extensive vocabulary through reading and systematic word study.


STRUGGLING READERS
Limited
• Use of reference materials
• Application of word meanings across content areas
• Strategies to comprehend new word meanings
• Motivation to read and strengthen vocabulary development
• Confidence to tackle new words
Extensive
EFFECTIVE READERS
Activity

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Notes

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What do we know about reading vocabulary characteristics of students with disabilities and dyslexia?

1. Students exhibit difficulties with the rule-governed structure of language
2. Students do not acquire the meanings of words as quickly as do students with rich vocabularies
3. Students may interpret meanings literally and miss the nuances and connotative meanings of words
4. Students may lack an understanding of the semantic connections between words
5. Students may exhibit difficulties remembering the meanings of words
6. Students may lack effective strategies to learn and remember word meanings

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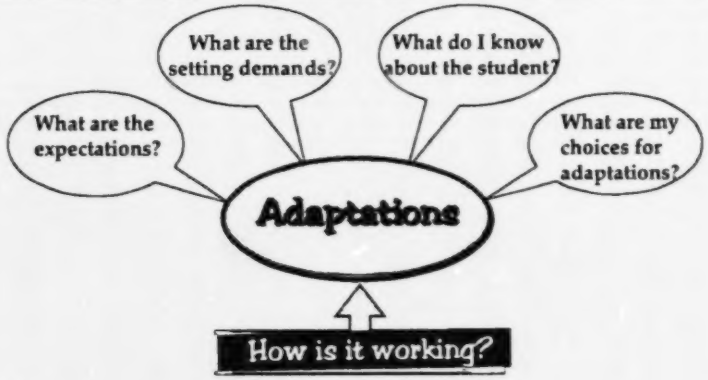
Notes

Success in the General Education Curriculum


What are the setting demands?
What do I know about the student?
What are the expectations?
What are my choices for adaptations?
Adaptations
How is it working?

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Notes

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Student Success

Instructional Design Adaptations

Behavioral Support Adaptations

Instructional/ Curricular Adaptations

Positive Learning Community and Access to the General Education Curriculum

Adaptations Activity

13

Notes

Instructional Design Adaptations: Know Your Students

√	Plan for adaptations
√	Access resources
√	Collaborate
√	Integrate technology
√	Assess learning
√	Monitor student progress

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Notes

Instructional and Curricular Adaptations

Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning

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Behavioral Support Adaptations

Strategies to increase appropriate student behaviors:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors

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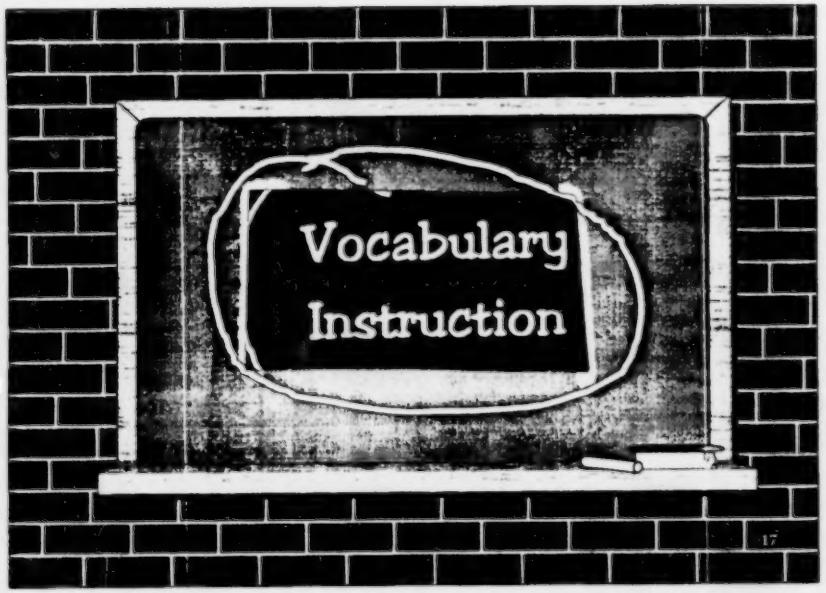
Notes



Notes

Critical Features of Effective Vocabulary Instruction

1. Teachers integrate most vocabulary instruction within the context of the lesson.
2. Teachers provide 20- to 30-minute weekly vocabulary lessons for enrichment activities.
3. Teachers provide explicit instruction on a limited number of new vocabulary, such as technical vocabulary, that relate to the central ideas to be taught, prior to the lesson using a brief definition, synonym, or association.
4. Teachers provide meaningful opportunities for students to discuss and manipulate vocabulary by creating a verbal environment (talk about words, use words in multiple ways).

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Notes

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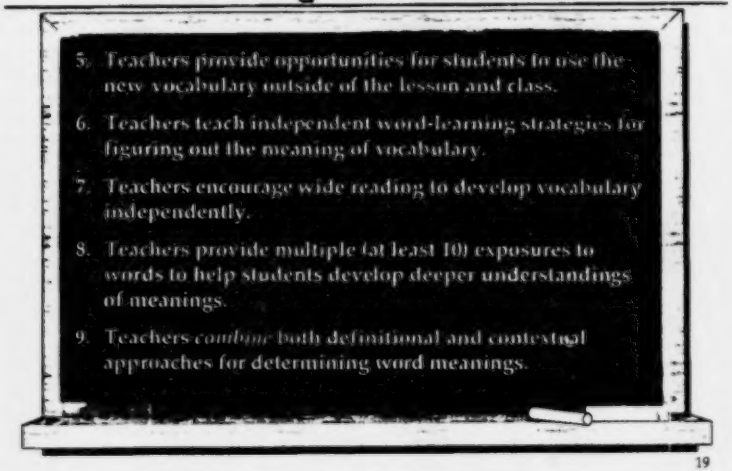
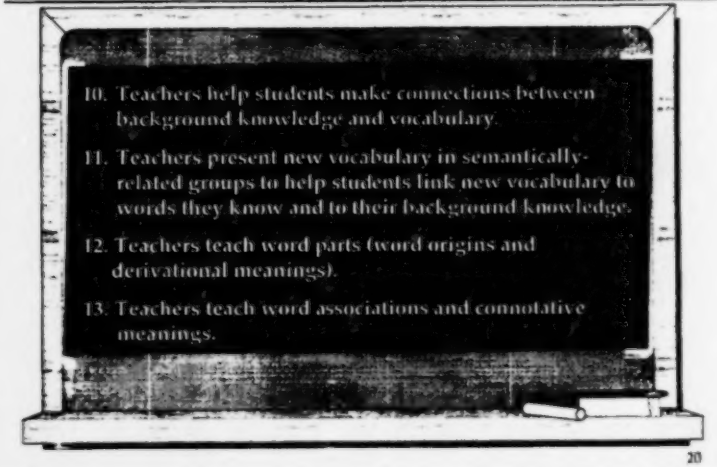
Critical Features of Effective Vocabulary Instruction (cont.)


5. Teachers provide opportunities for students to use the new vocabulary outside of the lesson and class.
6. Teachers teach independent word-learning strategies for figuring out the meaning of vocabulary.
7. Teachers encourage wide reading to develop vocabulary independently.
8. Teachers provide multiple (at least 10) exposures to words to help students develop deeper understandings of meanings.
9. Teachers *combine* both definitional and contextual approaches for determining word meanings.

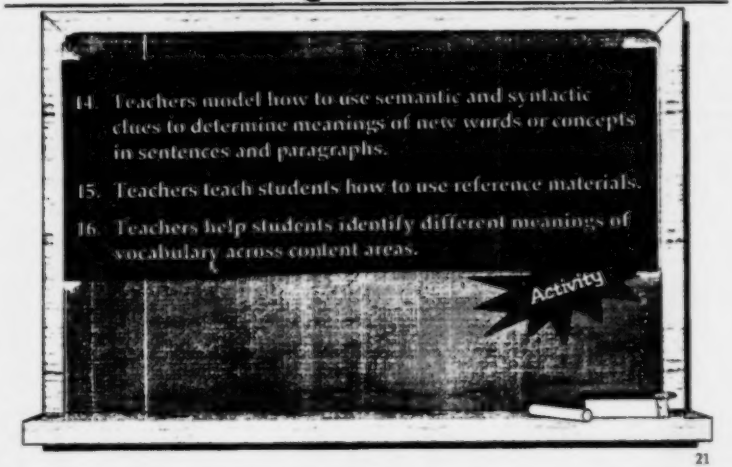
Notes

Critical Features of Effective Vocabulary Instruction (cont.)


10. Teachers help students make connections between background knowledge and vocabulary.
11. Teachers present new vocabulary in semantically-related groups to help students link new vocabulary to words they know and to their background knowledge.
12. Teachers teach word parts (word origins and derivational meanings).
13. Teachers teach word associations and connotative meanings.

Notes

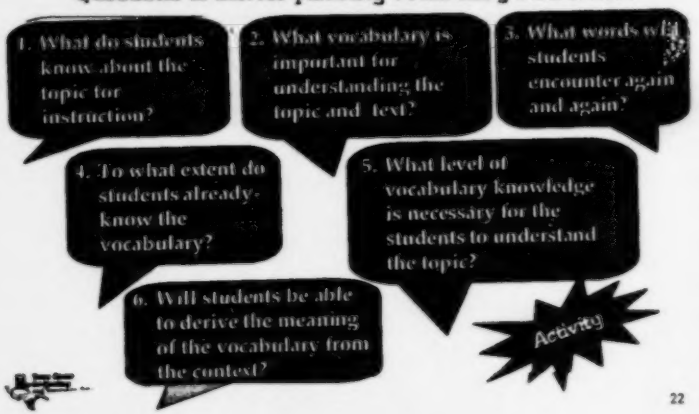
Critical Features of Effective Vocabulary Instruction (cont.)


14. Teachers model how to use semantic and syntactic clues to determine meanings of new words or concepts in sentences and paragraphs.
15. Teachers teach students how to use reference materials.
16. Teachers help students identify different meanings of vocabulary across content areas.
Activity
21

Notes

How do we choose words to teach?

Questions to ask for planning vocabulary instruction:


1. What do students know about the topic for instruction?
2. What vocabulary is important for understanding the topic and text?
3. What words will students encounter again and again?
4. To what extent do students already know the vocabulary?
5. What level of vocabulary knowledge is necessary for the students to understand the topic?
6. Will students be able to derive the meaning of the vocabulary from the context?
Activity
22

Notes

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How do we choose words to teach?

Procedures for selecting vocabulary to teach:

- **Step 1** Select the topic for study.
- **Step 2** Identify learner outcomes (central ideas students must know).
- **Step 3** Identify key vocabulary related to the learner outcomes.
- **Step 4** Brainstorm interesting and useful vocabulary.
- **Step 5** Determine the extent and level of processing necessary for the vocabulary.
- **Step 6** Decide how to teach the vocabulary to increase the extent and level of students' word knowledge processing.

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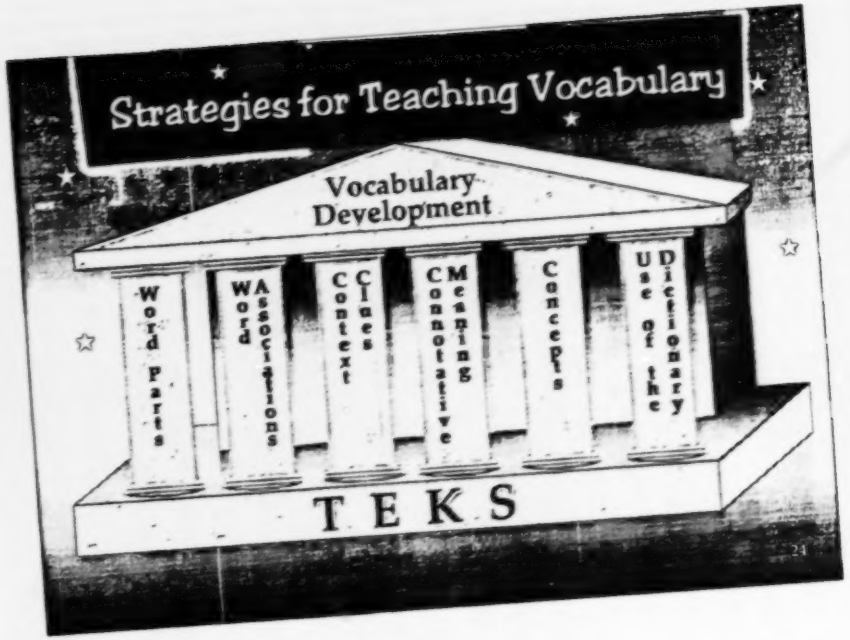
Notes



Notes

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Word Parts

Word parts consist of root words, prefixes, and suffixes.

Word parts include:

Derivatives	Combining forms (word origins)	Morphemes
combinations of root words and prefixes and/or suffixes	usually root words borrowed from another language that are combined together and/or are combined with a prefix and/or suffix	the smallest units of language that convey or modulate meaning (root words, verb tenses, plurals, possessives, affixes, etc.)
• *Observation* is a derivative of *observe*.	• *Microscope* contains *micro* (Greek) and *scope* (Greek).	• *Some* is an example of a free morpheme. • *Tele-* is an example of a bound morpheme.

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Notes

Strategy: Morphemic Analysis of Word Parts

Morphemic analysis is a procedure for determining the meaning of a word by analyzing the meaning of word parts.

What is it? Analysis of the word's morphemes is used to determine the meaning of the word

What does it include?

- Vocabulary words
- Information about the meaning of prefixes, suffixes, Latin and Greek word parts

When can you use it? Prior to teaching a key vocabulary word, during the lesson to reinforce key vocabulary, as part of the 20-30 minute weekly vocabulary lesson

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Notes

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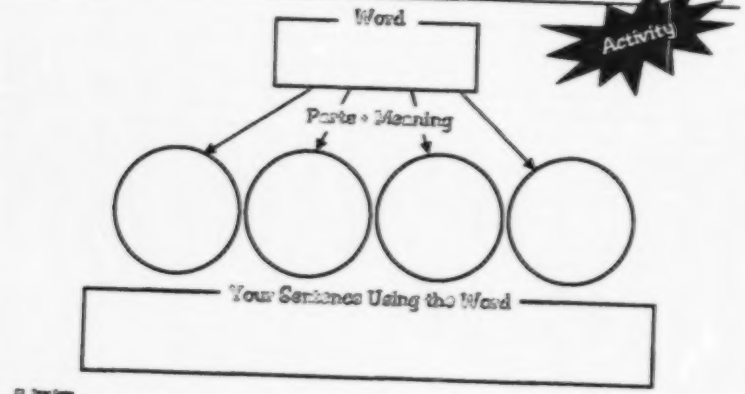
Morphemic Analysis of Word Parts Map



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Notes

Strategy: Word Building

What is it? Strategy to teach derivational meanings

What does it include?

- Vocabulary words
- Prefixes, suffixes, combining forms
- Information about the meaning of prefixes, suffixes, Latin and Greek word parts

When can you use it? As part of the 20-30 minute weekly vocabulary lesson

Activity

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Notes

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Word Building
Adaptation 1

Adaptation 1 — Root words with prefixes or suffixes

Procedure:

Step 1 Select a root word from envelope #1. Write it on the line.

Step 2 Select a prefix or suffix from envelope #2. If it makes sense, write it on the line next to the root word.

Step 3 Make a sentence for each new word.

Notes

Word Building
Adaptations 2 & 3

Adaptation 2

Expanding Root Words

Procedure:

1. Examine the words.
2. Divide the word: prefix, suffix *un/accept/able*
3. Tell what each part means.
4. Make a sentence for each new word.

Adaptation 3

Extra Practice with Games

Concentration
Jeopardy

Notes

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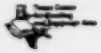
Word Associations

Word Associations

Word associations involve synonyms, antonyms, and analogies.

Analogies involve:

- Synonyms
- Antonyms
- Classification
- Part to whole
- Ability to see associations of words and ideas
- Whole to part
- Degree of intensity
- Characteristics
- Cause-effect
- Effect-cause
- Function



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Notes

Word Associations

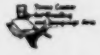
Strategy: Word Association Map

What is it? Strategy to introduce associations among words

What does it include?

- Key vocabulary
- Synonyms
- Antonyms
- Analogies

When can you use it? As part of the 20-30 minute weekly vocabulary lesson, prior to the lesson



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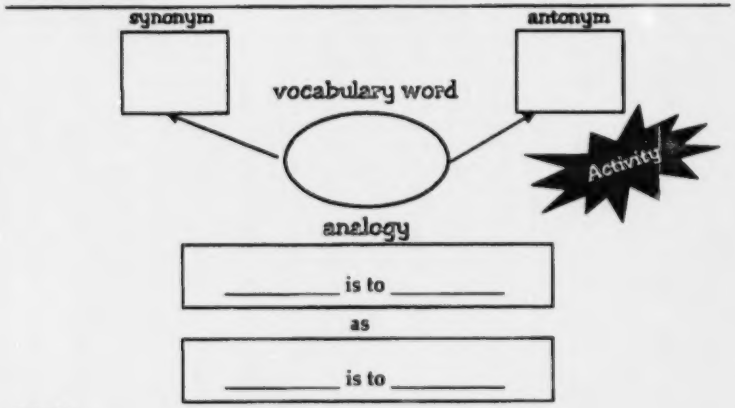
Notes

Word Association Map Worksheet



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Notes

Word Association Map

Examples for teaching analogies:

Multiple-choice options, simple analogy

Big is to *little* as *hot* is to _____.

a) cold b) summer c) sun d) simmer

Easier analogies

Night is to *dark* as *day* is to_____.

Ann is to *girl* as *Mike* is to _____.

Instruction with modeling and Think-Aloud

Night is to *dark* as *day* is to_____.

Dark describes the amount of light at night, so *bright* would be a good word to describe the amount of light during the day.

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Notes

Word Associations

Strategy: Illustrate and Associate

What is it? Strategy to introduce associations among words

What does it include?

- Key vocabulary
- Synonyms
- Antonyms
- Analogies

When can you use it? As part of the 20-30 minute weekly vocabulary lesson, prior to the lesson

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Notes

Word Associations

Illustrate and Associate

Example: Illustrate and Associate Worksheet

Vocabulary Word	Picture of Word
Brief Definition	Antonym or Nonexample
Create your personal sentence.	

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Notes

Word Associations

Strategy: Keyword Method

A *keyword* is a word that sounds somewhat like part of a new vocabulary word and can be easily illustrated.

What is it? Strategy to help students remember words through visual and acoustically similar associations

What does it include?

- Key vocabulary

When can you use it? As part of the 20-30 minute weekly vocabulary lesson, prior to the lesson

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Word Associations

Creating Keywords

Activity

1. **Recode** New Unfamiliar Word: "Nomad"
   Keyword: "Nordic track"
2. **Relate** "Nordic track": Visualize a person walking on the exercise machine while thinking of chocolate ice cream.
3. **Retrieve** "Nomad"

Procedures

- **Step 1** First, think of keyword: "Nordic track."
- **Step 2** Second, think of a person walking on the exercise machine who is thinking of chocolate ice cream.
- **Step 3** Finally, retrieve the definition: "nomad" means people moving from place to place searching for food.

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Notes

Notes

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Context Clues

Context Clues

Context clues are pieces of information that help the reader figure out the meaning of a word from the text that surrounds it.

An unknown word in context may be figured out from the meaning of words within a sentence and from the position of the word within the sentence.

Notes

Context Clues

Types of Context Clues

	Examples:
Definition: The word is usually defined in the sentence in which it appears.	If disease reaches your bronchial tubes, *cilia*—tiny hairlike structures—are another barrier to prevent infection.
Description: The word is described by the context so that the reader can usually figure out its meaning.	After taking a spill on her bike, she was able to stand up, get back on the bike, and pedal away on her own *volition*.
Contrast: The word is compared with some other word usually as an antonym.	*Cumulus* clouds are thick, dark clouds with dome-like features that produce storms; whereas, stratus clouds are low, long, grayish formations.

Notes

Context Clues

Types of Context Clues (cont.)

	Examples:
Comparison: The word is compared with another word or phrase to illustrate the similarities between them.	Samuel was exhausted after the *inquisition*, which was like being in a boat on rough seas.
Synonym: The word is compared to another word with a similar meaning.	Sarah interpreted the message *literally*; that is, she believed the message as though every word were *real*.

Notes

Context Clues

Haversack

Activity

Example 1:

The hiker knew that she had put too many cans in the *haversack* when it started to rip at the bottom, dumping the contents on the ground.

Example 2:

The hiker loaded up the *haversack* in preparation for the trip, much like she loaded up her backpack with school supplies during the school year.

Example 3:

The *haversack*, a canvas shoulder bag that holds rations, is an important supply for a hiker.

Notes

Context Clues

Strategy: Think Aloud to Model How to Use Context Clues

What is it? Strategy to teach the *definition* type of context clues

What does it include?

- Vocabulary words that are defined in context

When can you use it? As part of the 20-30 minute weekly vocabulary lesson

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Notes

Context Clues

Think Aloud to Model How to Use Context Clues: Example

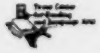
The *vociferous* crowd caused me to step outside of the room for a few moments of peace and quiet.

We know that:

- Because of its location in the sentence, *vociferous* is being used to describe the *crowd*.
- The author wants to get away from the crowd for a few moments.
- The phrase "peace and quiet" is being used as a contrast (or antonym).

We can conclude that:

- *Vociferous* probably means noisy, loud.



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Notes

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Strategy: Contextual Analysis

What is it? Strategy to teach the use of context clue types to figure out word meaning

What does it include?

- Vocabulary words
- Examples of types of context clues

When can you use it? As part of the 20-30 minute weekly vocabulary lesson

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Notes

Strategy: Clunk Bug

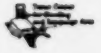
A *clunk* is a word or phrase that the student does not understand.

What is it? Strategy to teach the *definition* type of context clues

What does it include?

- Vocabulary words that are defined in context

When can you use it? As part of the 20-30 minute weekly vocabulary lesson when teaching types of context clues, prior to teaching a lesson, during reading when students encounter vocabulary words that are defined in context



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Notes

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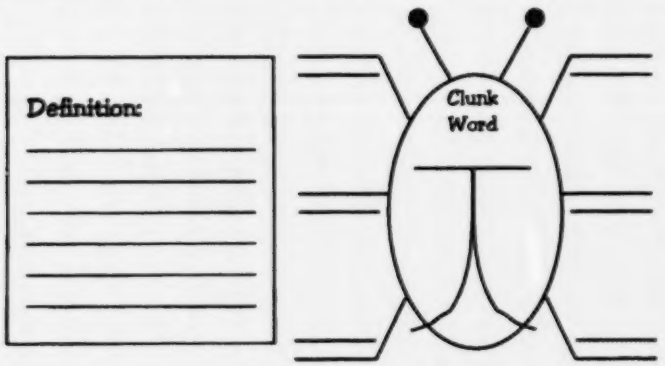
Context Clues

Clunk Bug



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Notes

Connotative Meaning

Connotative Meaning

Denotative meaning is the literal, primary dictionary meaning of a word.

Connotative meaning is the associated or secondary meaning added to the explicit primary meaning of the word.

Connotative meaning includes implications, undertones, "attachments," and intimations a person may add to the literal meaning.

For example, the dictionary defines *home* as a house, apartment, or other shelter that is the usual residence of a person, family, or household. Synonyms include "abode," "dwelling," "habitation," and "domicile."

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Notes

Connotative Meaning

Connotative Meaning (cont.)

The connotative meanings of *home* can include all the associations and personal meanings such as a "warm, inviting, cozy place." Or, for some people, home may have bad connotations and mean a "lonely place where no one speaks," or a "tense place where there is arguing," or a "desperate place where there is never enough food."

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Notes

Connotative Meaning

Strategy: Tone

What is it? Strategy to help students convey and understand meaning

What does it include?

- Tone categories
- Dictionary
- Paper and pencil

When can you use it? Prior to or during the reading of passages that require students to understand tone

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Notes

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Tone

Procedures

Step 1 Each student is assigned a tone category; for example, anger.

Step 2 Write the dictionary definition.

Step 3 List and define 10-15 synonyms of anger.

Step 4 Select 6 of those synonyms that describe a range of emotions.

Step 5 Draw an illustration that depicts the "tone" of the word.

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Notes

Strategy: Word Play with Acronyms

Character descriptions can be used with characters from novels. For example, students can be assigned characters and asked to list character traits in an acrostic format for each character.

Scout in *To Kill a Mockingbird* might be:

Strong
Curious
Outgoing
Up-front
Tomboy

Activity

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Notes

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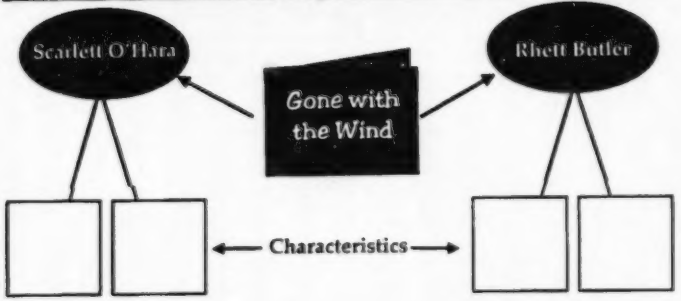
Connotative Meaning

Character Mapping

Teachers can illustrate the rich use of language (e.g., parts of speech) found in text to describe characters in novels or biographies.



Notes

Concepts

Concepts

Concepts are ideas associated with related ideas.

Conceptual vocabulary consists of words related to the "big concept."

Concept development and vocabulary development are interrelated.

Notes

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Concepts

Strategy: Word Map

What is it? A visual representation of a definition

What does it include?

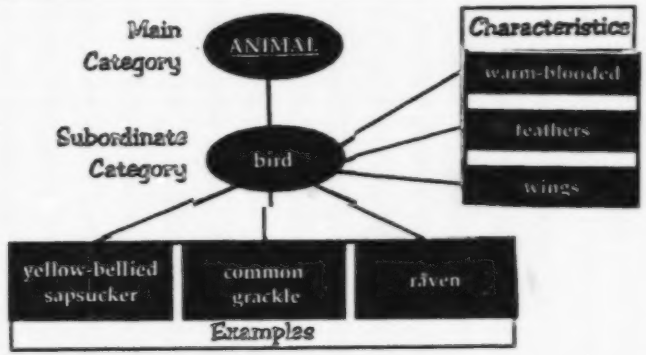
- Main class or category
- Subordinate category
- Primary properties or characteristics
- Examples
- Real world application

When can you use it? Prior to instruction on a key vocabulary word, during the lesson to reinforce key vocabulary

Notes

Concepts

Sample Word Map



Notes

Strategy: Semantic Mapping

What is it? A graphic display of information that is categorized and related to a central concept. Semantic mapping taps prior knowledge and expands vocabulary

What does it include?

- Concept
- Key vocabulary

When can you use it? Prior to the lesson to activate background knowledge about the concept and related vocabulary, during the lesson to add new vocabulary to the existing map, after the lesson to revise the map

Notes

Strategy: Semantic Feature Analysis

What is it? A grid that displays information that is categorized and related to a central concept

What does it include?

- Concept
- Related vocabulary
- Features

When can you use it? During and after the lesson to determine how well students understand the features of vocabulary

Notes

Semantic Feature Analysis
Example: Lesson with Historical Content

Concepts

Important Battles of the Civil War

Battles	Fought in the North	Ulysses Grant a participant	Stonewall Jackson a participant	Won by the South	Battlefield near a river	Fought in 1863
First Manassas	-	-	+	+	+	-
Gettysburg	+	-	-	-	-	+
Chickamauga	-	-	-	+	+	+
Shiloh	-	+	-	-	+	-
Antietam	+	-	+	-	+	-

Notes

Semantic Feature Analysis
Example: Book with Science Content

Concepts

Distinctive Characteristics of Birds

Birds	Characteristics: Perching	Tree-Clinging	Breeds in Texas	Large (7+")
Common Grackle	+	-	+	+
Chihuahuan Raven	-	+	+	+
Boreal Chickadee	+	-	-	-
Yellow-Bellied Sapsucker	-	+	+	+

Notes

Strategy: VOCAB

What is it? A strategy for showing and explaining the relationship and connection of key vocabulary and concepts

What does it include?

- Concept
- Key vocabulary

When can you use it? During and after the lesson to determine how well students understand the relationship of key vocabulary

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Notes

Components of VOCAB Strategy

VERIFY the key vocabulary terms and concepts to be learned and put them on individual vocabulary cards or pieces of paper.

ORGANIZE the vocabulary words into a diagram that shows the relationship of the words to each other as you understand them in context of what is being learned.

COMMUNICATE your reasoning and share your diagram with a partner and vice versa.

ASSESS the diagrams, discuss similarities and differences, compare to the teacher's point of view, and adjust your diagram with helpful ideas from your partner.

BUILD your understanding with self-testing; expand your diagram with new/related words.

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Notes

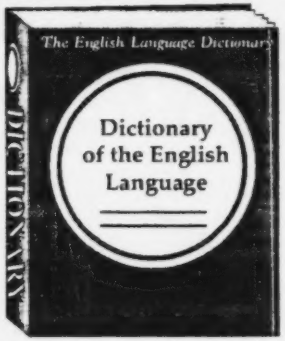
Use of the Dictionary

Use of the Dictionary

Most vocabulary instruction involves the use of the dictionary to identify definitions of unknown words.

Typical dictionary use includes:

1. Looking up a word in the dictionary.
2. Selecting the appropriate definition from among several alternatives.
3. Discussing the word and its definition.



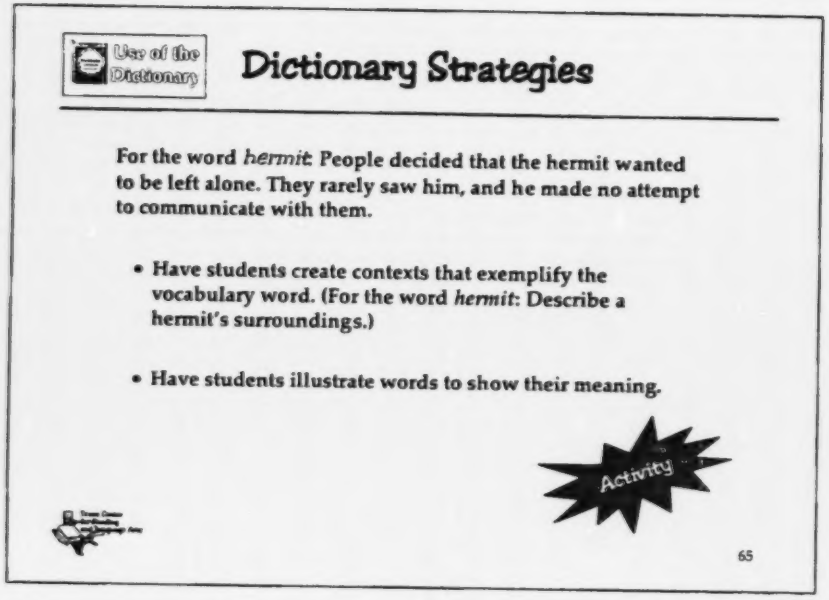
Notes

Use of the Dictionary

Strategy: Using Dictionary Meanings

- Have students rewrite definitions in their own words.
- Have students provide sentences using the new words.
- Present words in semantic groups.
- Provide short paragraphs with a context that shows consequences or actions related to the word. Have students select the vocabulary word that bests fits the context.

Notes


Use of the Dictionary
Dictionary Strategies
For the word *hermit*: People decided that the hermit wanted to be left alone. They rarely saw him, and he made no attempt to communicate with them.
• Have students create contexts that exemplify the vocabulary word. (For the word *hermit*: Describe a hermit's surroundings.)
• Have students illustrate words to show their meaning.
Activity
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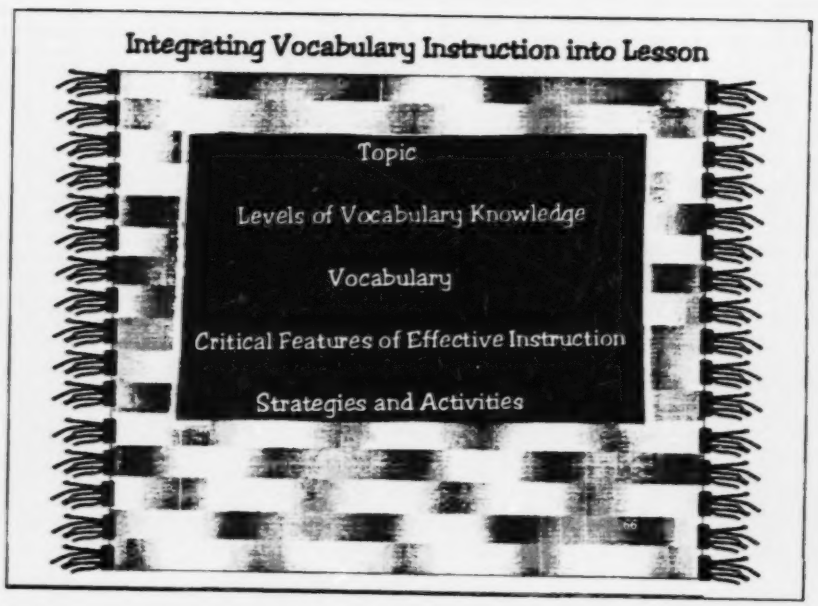
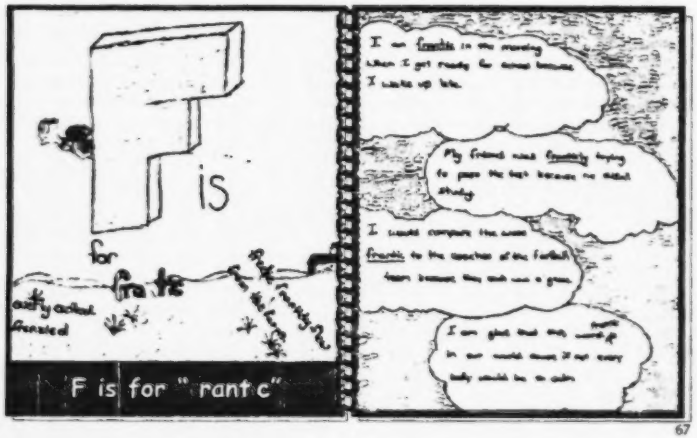
Notes


Integrating Vocabulary Instruction into Lesson
Topic
Levels of Vocabulary Knowledge
Vocabulary
Critical Features of Effective Instruction
Strategies and Activities

Notes

Sample Lesson and Implementation Plan



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Notes

Student Success

Instructional Design Adaptations

Behavioral Support Adaptations

Instructional/ Curricular Adaptations

Positive Learning Community and Access to the General Education Curriculum

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Notes

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Instructional Design Adaptations: Know Your Students

√	Plan for adaptations
√	Access resources
√	Collaborate
√	Integrate technology
√	Assess learning
√	Monitor student progress

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Notes

Instructional Design Adaptations: Know Your Students

Plan for Adaptations
- Establish expectations
- Identify setting demands
- Consider needs of learners
- List adaptations and resources
- Develop and gather resources

Access Resources
- Use special materials
- Obtain special equipment
- Consult among special and general educators and specialists

Collaborate
- Focus on IEP and general education curriculum
- Agree on students' goals
- Share responsibilities
- Problem solve and provide support for each other

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Notes

Instructional Design Adaptations: Know Your Students (cont.)

Integrate Technology	• Computer-assisted instruction • Writing tools • Communication devices • Internet
Assess Learning	• Assess learning needs and levels • Set goals
Monitor Student Progress	• Provide on-going monitoring • Give frequent and immediate feedback

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Notes

Instructional and Curricular Adaptations

Instructional:

- Consider student's literacy levels and needs
- Activate background knowledge
- Use clear, simple directions
- Provide opportunities to respond
- Adjust pacing and provide feedback

Curricular:

- Make learning visible and explicit
- Highlight key information/concepts
- Break task or activity into steps
- Use games to provide practice
- Provide multiple ways to demonstrate learning

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Notes

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Instructional and Curricular Adaptations

Make Learning Visible and Explicit

- Use modeling and "think alouds"
- Provide a written list of steps
- Have students self-monitor as they complete each step
- Support auditory information with visual and tactile cues

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Notes

Instructional and Curricular Adaptations (cont.)

Provide Multiple Ways To Demonstrate Learning

Examples:

- Advertisement
- News release
- Web or map
- Comic strip
- Collage
- Diorama

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Notes

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Behavioral Support Adaptations

Strategies to increase appropriate student behaviors:

- Provide structure and be consistent
- Use proactive teaching
- Teach alternative behaviors

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Notes

Behavioral Support Adaptations

Provide Structure and Be Consistent

- Arrange classroom environment
- Establish clear rules, routines, and expectations
- Inform students of consequences for positive and negative behaviors
- Provide cues for transitions or changes

Use Proactive Teaching

- Gain students' attention: visual, verbal, and tactile cues
- Prevent problem behavior rather than react:
  - Catch them when they're learning
  - Catch them being good
  - Identify reasons for problem behavior
  - Modify factors eliciting problem behavior

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Notes

Behavioral Support Adaptations (cont.)

Teach Alternative Behavior ➡

Teach and demonstrate to students:

- Appropriate social and communication skills
- Self-monitoring strategies

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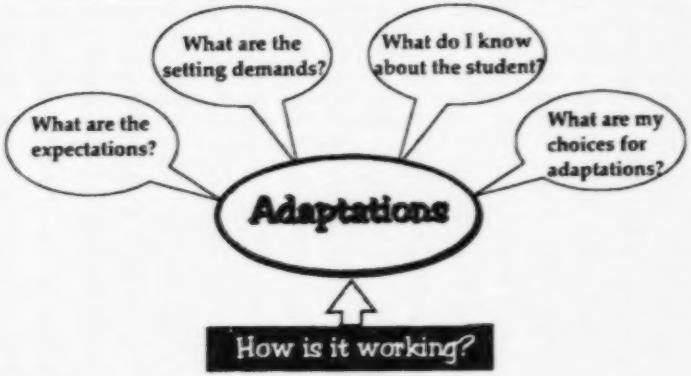
Notes

Success in the General Education Curriculum


What are the setting demands?
What do I know about the student?
What are the expectations?
What are my choices for adaptations?
Adaptations
How is it working?

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Notes

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